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ABSTRACT

Presented are 12 readings related to the Common-Unity program for providing recreation and leisure services for the handicapped within the local community. Introductory papers present the philosophical basis of the project (Larry Neal), and summarize the conference proceedings and program (Ted Gordon). Four papers on community education have the following titles: "Community Education--Perspective and Potential" (Edward Olsen), "Community Education and the Handicapped" (Jack Minzey), "Community School" (Alan Baas), and "Community Education and Community Schools" (James Cox). Special education needs and trends are focused on in three papers: "Trends and Issues in Leisure Education for the Handicapped Through Community Education" (Steve Brannan), "Mainstreaming--Fad or Fact? Implications for Community Educators and Recreation Specialists" (Mel Weishahn), and "Concept Normalization" (Jean Edwards). The final section includes three readings on recreation: "Special Community Education for the Handicapped--A Proposed Model to Meet the Total Life and Leisure Needs of the Handicapped Child and Adult" (John Nesbitt), "Leisure and Recreation Services in the Future" (Doug Sessoms), and "Therapeutic Recreation Information Center" (Fred Martin). Also included are the conference group reports, a list of participants, a conference summary and evaluation, and a listing of community education regional and cooperating centers. (DB)

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Common-Unity in the Community:

A Forward-Looking Program of Recreation and Leisure Services for the Handicapped

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by Effie Fairchild
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Preface

This monograph is the outgrowth of nearly two years of planning and support between the Bureau of Education for the Handicapped and the University of Oregon. As stated in the initial review of the proposal for Project COMMON-UNITY, this idea, concept, process and stated results of service to handicapped youth through the Community Education process is an idea who's time has come.

The Deputy Commissioner of the Bureau of Education of the Handicapped, Edwin W. Martin, Jr. has expressed often and forcefully the concern for increased provision of services of all types including leisure, recreation and physical education skills. These skills and their resultant programs for life-long enjoyment and increased quality of the handicapped individuals life-space are intricately woven into the guidelines of the Bureau, the Office of Education, and within the legislative mandate of the Education for the Handicapped Act. As a complement to the federal agency's commitment, several colleges and universities, many agencies and literally hundreds of individuals in the field expressed their concern for programs to serve the leisure needs of handicapped youth. One such individual was Dr. Larry Neal of the University of Oregon who initiated and coordinated the COMMON-UNITY plan and proposal design to impact on the development of programs and directing service delivery systems under the general title COMMON-UNITY. A long time proponent and charter member of the National Community Education Association, as well as a recognized leader in the National Recreation and Park Association and American Alliance of Health, Physical Education and Recreation, Dr. Neal submitted the proposal to the Division of Personnel Preparation—Special Projects. The funding of a regional conference with nationally screened experts in the disciplines of leisure service and community education was effected in Spring 1975 and had as its short-term and long range objectives, the stimulation of experts from several disciplines at a refined conference/workshop and the long-range impact on the United States constituancy concerned with leisure service for the handicapped through this monograph.

The proposal emphasized high level, top quality, committed professionals in the disciplines of community education, leisure service and special education. This document underscores the viable nature of the community education process in seeking out, assessing, serving and sustaining the disabled through neighborhood level community-based leisure service programming. Through the delicately woven "fabric" of the three disciplines comes the rich and functional design of a flexible, yet applicable model for addressing real needs of children, youth and adults both disabled and those concerned with the disabled. The community education process works through people—people organized in community concerns on the most local (most personal) level—that is, in the neighborhood.

This monograph, edited through the efforts of a nationally known leader of community education, Dr. Effie Fairchild, connotes the spirit and enthusiasm by community educators. At the conference and throughout the U.S. their community education service is a positive treatise about diverse programs which can happen and people's needs which can be served. The emphasis placed in the four group findings is toward locating the handicapped, identifying human and physical resources, organizations to serve their needs and the sincere process of outreach extending one's hand to assist another. I recommend a through review of the group reaction process as well as close attention deserved of the author's presentations.

As coordinator/consultant in recreation and physical education in the Bureau of Education for the Handicapped, I commend these forward-looking, positive and intial

attempt to bring the dimension of the community education process into the sphere of action, serving the leisure needs of the handicapped. It truly will enhance the quality of lives of many disabled youth. The success of this project and the influence of this monograph are in large part dependent on you the field professional or lay leader who can abstract from these rich resources first the enthusiasm and positive feelings inherent in these pages and secondly specific concepts, tools and techniques. The success of that cooperative venture between the University of Oregon and the Bureau will ultimately be measured by the actions you take and the service provided the disabled minority of this land. The quality of life for the handicapped is in large part dependent on a quality leisure experience. To enhance this life space is a worthy goal and practical extension of the traditional education process.

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Common-Unity of Commitment: A Perspective

by Larry L. Neal

"AN ISLAND APART"*

Many schools are like little islands set apart from the mainland of life by a deep moat of convention and tradition. Across this moat there is a drawbridge which is lowered at certain periods during the day in order that the part-time inhabitants may cross over to the island in the morning and back to the mainland at night. Why do these young people go out to the island? They go there in order to learn how to live on the mainland. When they reach the island, they are provided with a supply of excellent books that tell about life on the mainland. They read these books diligently, even memorizing parts of them. Then they take examinations on them.

Once in awhile, as a special treat, the bus takes a few of the more fortunate or favored islanders on a hasty tour through the mainland itself. But this is very rare and is allowed to occur only when the reading of the books about the mainland has been thoroughly completed.

After the last inhabitant of the island has left in the early afternoon, the drawbridge is raised. Janitors clean up the island, and the lights go out. No one is left there except perhaps a lonely watchman keeping a vigil along the shoreline. It never occurs to anyone on the mainland to go to the island after the usual daylight hours. The drawbridge stays up and the island is left empty and lifeless through all the late afternoon and evening hours, all the early morning hours, and all day on Saturday and Sunday. The raised drawbridge collects cobwebs for seven days a week through a long summer vacation, for two weeks at Christmas, and for another week or more at Easter.

Once in a great while, some hardy soul will arrange to get the bridge lowered at one of the unusual hours. With a few companions, he will venture across to the island. At such a time, the island is in a very unnatural and forbidding condition and is quite unlike the island during the middle of the day when its special inhabitants are there in full force.

Day after day, week after week, continues the strange procession of young people going out to the island to learn about life on the mainland. At 9:00 every morning they cross the drawbridge. As soon as they get across, the drawbridge is raised, and no one may leave the island thereafter without a written permit. At 3:30 every afternoon, the drawbridge is lowered again in order that the inhabitants may leave.

Then there comes a very unusual occasion. The island is lit up in the evening. This special lighting of the island one evening a year is called commencement. After the commencement exercises, along about 10:00 at night, if the commencement speaker has been reasonably brief and humane, the school orchestra sends the sounds of Reginald de Koven's "Recessional" echoing throughout the island and a group of graduates cross the drawbridge back to the mainland for the last time. Yes, for the last time, for when these graduates cross the bridge, they have then left the island forever and ever. Many of them will literally never set foot on it again. Those who do occasionally visit it will regard it not as a place to learn, but as a place to make social or business contacts.

To readers of this work, COMMON-UNITY in the Community: This phrase should mean more than the gentle ringing of rhyming words. After reading the eloquent, unfortunately truer than wished, account of our "education island" set apart from the

* Carr, William G., "Little Islands Set Apart," in *Community Life in A Democracy*. Florence C. Bingham (ed.), Wash. D.C.: National Congress of Parents and Teachers, 1942, pp. 34-42.

mainland of life, I am prompted to expand this subtle chiding to include such islands as municipal government, select youth-serving agencies who become elitist social organizations, many religious institutions, a number of business or large industrial organizations in addition to our school systems. Some observers see society as a myriad of fragments vying for our allegiance and in the process tearing us apart. This process virtually neutralizes the many benefits of cooperative action.

To counter-balace the account of William Carr, the often quoted words of John Donne serves as a reminder of the perspective we (professional advocates) should have about the disabled/handicapped—that in fact, each of God's children is very important:

No Man is an Island

> No man is an island, entire of itself; every man is a piece of the continent, a part of the main; if a clod be washed away by the sea, Europe is the less, as well as if a promontory were, as well as if a manor of thy friends or of thine own were; any man's death diminishes me, because I am involved in man-kind; and therefore never send to know for whom the bell tolls; it tolls for thee.
>
> DEVOTIONS (1614), XVII

Let these inspiring words and the insight of John Donne plus the chiding of William Carr serve as constant reminders that we must place cooperative action in global perspective. To do so we place all individuals in the community, their specific and openly expressed needs at the center of an action plan. To do so we must create an environment through a Process (called community education for want of a better term) where open, honest, continuous and universal expression by all on the neighborhood level can be aired and answered through programs and services.

The reader of this monograph is asked to place the needs of the handicapped/disabled in the proper perspective, when we are indeed aware of the fragmentation of communities and where we actively seek to eliminate the barriers between education, government, religion, industries and the family. Then and only then can we serve the needs of many non-vocal minorities: many small in number, often unorganized, many less articulate in expressing their needs, programs and action plans to meet those needs. This monograph, the first covering the use of the Community Education process to serve the needs of the disabled/handicapped is a valuable tool for professional and consumer advocates alike. But it can only help serve special populations as taken in its broad context. We realize the disabled/handicapped are not an island apart or persons unto themselves. Paraphrasing Pearl Buck—these people and the way we treat/serve them provides a reflection of our true humaneness as a people, country, nation for as we treat our weakest link—this therefore determines our overall strength.

A Summarization of Project: Common-Unity

by TED GORDON

Bowman's Golf Resort—Wemme, Oregon—March 24-26, 1975

Introduction: Who Is Handicapped/Disabled?

May I be the first to address you properly as: Fellow Handicapped Human Beings. "Yes, we all are handicapped," and in a moment I'll explain why.

But first I would like to ask you a question. "What is the most important thing in the world?" The answer depends upon who you are and what you are. The most important thing in the world? "Honor," asserts the gentleman, "Love," says the poet. "Peace," proclaims the politician. "Courage," shouts the warrior. "Faith," intones the churchman. "Family," brags the parent. "Money," barks the banker. "Knowledge," insists the schoolmaster. "Victory," exults the athlete.

Each sincerely echoes his own calling and so each is right in his own rightness, of things as they are to him. Yet it remained for a non-professional—a "mountebank"—an old-time radio comedian by the name of Lou Holtz to give the ultimate answer when he said, "The most important thing in the world is to wake up alive tomorrow morning, . . ." Which I might modify for this conference to read, "to wake up alive, healthy, and happy every morning."

But alas, none of us will awake tomorrow morning *vibrantly* alive, *perfectly* healthy, and *supremely* happy. For, in a sense, (and only one person in this entire conference alluded to it) we are all handicapped, be it socially, physically, emotionally, psychologically or mentally. We are imperfect beings in an imperfect world. Some, however, in the technical sense, are more severely handicapped—at least by definition—than others. Hence, the justification for our conference.

Why—Common-Unity Conference?

Now, before proceeding, let me answer for the record: Why are we here? We are here because, as Dr. Larry Neal stated, you are a select group. You come from ten different states. You are sixty people—you have an average of 10-20 years of experience, ranging all the way from one year to forty. You are here because of your selections, your

commitment, your interest, your achievement, your background, and above all—your potential.

You are here because, as Dr. Effie Fairchild emphasized and kept us continually on the track, the Bureau of Education for the Handicapped rendered us support and charged us with the task of recommending, "The Role of Community Education in Meeting the Leisure Needs of the Handicapped."

Now at this point, parenthetically, I want Chris Casady (in a wheel chair) to excuse me because I do appreciate his preference for the words, the alternatives of handicapped, of "physically disabled or mentally disadvantaged"—But I am an old-time English teacher and vocabulary teacher and I would rather not get into semantic-antics and expending energy upon differentiating among terms to the exclusion of time that might be better devoted to making decisions about what *to do for* people.

The third reason we are here is because, hopefully, we may come to some conclusions, some meeting of the minds and as the film we saw "Is It Always Right to Be Right," perhaps we may join hands in a "Declaration of Interdependence" rather than just "defending our own turf."

What Population Are We Concerned With?

Project COMMON-UNITY has concentrated upon a particular segment of our society. The numbers vary widely according to the categories of the calculators: Dr. Jack Minzey estimated as handicapped, ten per cent of the population or about twenty million persons. Dr. Ed Olsen gave us a figure of seven million, or one out of ten school-age children. Dr. John Nesbitt waivered a bit and by including twenty million aged, he came to a total of sometimes forty to fifty-four million people in the handicapped category.

Regardless of the precise numbers, we are concerned with all those who have debilitating disabilities, by heredity or circumstance, of hearing, speech, sight; with those physically disabled; those mentally retarded or disadvantaged; those who have learning deficiencies; or those with psychological and mental traumas. We are concerned with the totality of those whose limitations prevent them from participating to their utmost in the mainstream of human affairs. We recognize that society (unintentionally or deliberately, with malice of forethought or from ignorance, from lack of information or from misinformation) has neglected, discriminated against, maligned, misdirected, wasted the human resources of the disabled and, in so doing, has handicapped the progress of our entire society.

Think, how many another Steinmetz, Beethoven, Edison, Gaugin, Keller, F.D.R., J.F.K. has been precluded, thwarted, hindered, shackled from attaining greatness, or at least functional competency by being consigned to a leper-like ghetto existence? Is it not ironic that, nowadays, emancipation is coming to the ten to twenty percent of our population identified as the disadvantaged or underprivileged ethnic minority whereas the equal or greater percent of the handicapped receive nowhere near the equivalent consideration in education, employment, status, facilities and certainly not in recreation and leisure services. How can there be, in all justice, so-called "affirmative action" programs for the one type and continued unjust negative reaction against the other?

What's Not Been Done?

Scandalous, for example, have been the gaps that exist in the professional literature on the education of the handicapped, much less on the leisure/recreation aspects.

Item 1: In the 146 yearbooks published over the past 73 years by the eminent National Society for the Study of Education, *not one volume* has been devoted to our areas of concern. And in those few of its authoritative books which deal with the community school or with community education, there is no mention of the disabled and the handicapped.

Item 2: In Leisure Today's April 1974 "theme issue" on Community Education, there is no mention of what this conference is about.

Item 3: In its special November 1972 issue on Community Education the highly-complimented *Phi Delta Kappan* has a total of one sentence on physical education and recreation for the handicapped.

Such omissions are appalling and galling and hardly enthralling. This conference, therefore, is long overdue. It is, in a sense, a call to arms, or as Dr. John Nesbitt described it, "the first formal meeting of individuals interested in community education to deal with the needs of the handicapped."

Why Me?

I would like to present may main credential for being your summarizer—Ignorance! Imagine this: In my forty years as a professional educator in colleges, universities, community colleges, public schools and responsible for many subjects in many areas, nearly half of my professional life as an administrator in the Los Angeles Youth Services Section were practically nil in regards to recreation and leisure services for the atypical. If I was so uninformed in my position, how much of a vacuum exists in the minds of other school administrators, policy and budget-makers?

New Legislation

The signals for the handicapped are not all stop! Some of them are go! Dr. Jack Minzey reminded us that much interest and legislation, federal and state, has resulted from the historic 1971 Pennsylvania decision that all retarded persons between age four and twenty-one must be given free public education—a "Bill of Rights for the Handicapped." From Dr. John Nesbitt we learned that "all fifty states now have laws providing some kind of education or educational services for handicapped children and youth." Although, he regretfully added, provision for recreation and leisure is often ignored.

Employment?

Elsewhere we learn that federal contract rules now require firms doing business with the government to include the disabled in their affirmative action programs. California and several other states cover the disabled under fair employment practice laws.

There are examples in private industry; five per cent of Sears employees are identified handicapped. At Hughes Aircraft in Culver City, California, twelve per cent of 38,000 employees have or have had some form of serious disability like cancer, multiple sclerosis or heart attacks. Incidentally, in neither of these firms, nor in others, has there been a negative impact on the insurance rate. The handicapped in fact, show a better safety record than the so-called "normals." The state of Georgia will not grant a teaching certificate unless the candidate has successfully completed five or more credit hours in the education of exceptional children or has participated in a local training program. Dr. Mel Weishahn added that the state of Colorado has similar requirements.

Professional Organizations

Particularly encouraging is the attention being given by professional organizations. AAHPER over the years with professionals like Dr. Julian Stein and lay leaders like Eunice Kennedy Shriver have done much to advance the cause. In February, 1975, at its National Convention in Atlantic City, AAHPER had a number of programs on the disadvantaged. A key one was "Principles, Practices, Procedures, and Priorities in Recreational Programs for the Handicapped." At the same event there appeared two new publications: *Integrating Persons with Handicapping Conditions Into Regular Physical Education and Recreation Programs* and *Physical Education and Recreation for Individuals with Multiple Handicapping Conditions.*

Los Angeles recently hosted the California Health, Physical Education and Recreation Conference. There were ten programs on the handicapped with captions like: "Don't Forget the Wheelchair Bound," "Hold Your Head Up High," and "Swimming for the Handicapped."

During our meeting in beautiful Oregon, a Second International Community Education Conference is being held in Las Cruces, New Mexico; Juarez, Mexico; and El Paso, Texas. One of the ten conference topics is "The Role of the Handicapped in the World Community." How do you like the ring of "COMMON-UNITY in the World Community"? Let's spread our wings.

Colleges Involvement

Needless to say, colleges and universities in increasing numbers are offering curricula pertaining to the handicapped, the ill, the aged. As an import from California I can cite such state universities, formerly called state colleges, as those at San Jose, Fresno, Northridge; and I am proud to be on an advisory committee to the new Ethel Percy Andrus School of Gerontology at the University of Southern California.

I bow in homage to the work being done in Oregon under the auspice of the College of Health, Physical Education, Recreation and Dance and its colleagues, at the University of Oregon. New to me was TRIC [Therapeutic Recreation Information Center] directed by Dr. Fred Martin. It could be an invaluable resource for dissemination of materials and for reducing the "bias barriers" among our respective specialists, nationwide. Not to mention the Northwest Center for Development of Community Education's staff, also housed on the University of Oregon's campus, Larry Horyna, Skip Liebertz, Dave Santellanes, and Jerry Thornton (in Washington State) would be an oversight. These men are fantastic, energetic people, dedicated to carrying out the Community Education idea and ideals.

The Charge

Now to do some summarizing. I am supposed to move from saturation to summarization. But pity the poor summarizer! First he had to keep still during the conference lest he be one who helps make the news instead of just observing, absorbing, and reporting what was said and done. I had a hard time restraining myself from getting in the action. Talk about being handicapped! I will attempt to summarize both the written and oral presentations of the six nationally renowned educators in community education, recreation and special education as they prepared for our COMMON-UNITY conference.

Peter Fromm, a graduate student at the University of Oregon, set the stage with his slide/tape trilogy on the disadvantaged: Community Education, Special Education and Therapeutic Recreation, not so much issuing a direct challenge as subtly evoking a mood, attitude, of unease, of questionning about the relationships among these elements.

A Historical Perspective—Community Education

Dr. Edward G. Olsen, himself a pioneer and explorer in the development of the community schools, in his "Community Education: Perspective and Potential" presentation, brought out his compass and pointed us in the direction of what he terms "Creative Community Education." Informally, enthusiastically, zealously he gave us glimpses of what might be on and beyond the horizon. "Our purpose and goal," according to Olsen, "is the improvement of the quality of living for all people, handicapped or not. Let us use our communities as living laboratories for functional learning and genuine recreation."

Among the developing trends Olsen perceives three basic attitudes towards social and educational change: Ignore, Accept, Assist. He asks: "What do you feel is yours as you consider the role community education can play in meeting the leisure needs of the handicapped population?"

From this perspective he foresees as among the next steps: helping "the handicapped make for themselves a fuller, richer kind of life" through "close and continuing coordination between leaders and agencies." Olsen perceives teaching the handicapped how to study the community in depth and then, establishing a community resources data bank and service center and finally, experimenting boldly and evaluating carefully. His final admonition: "Don't be discouraged if obstacles loom and progress is slow. Remember, you are on the right side of history."

"Right on," Dr. Olsen. Like your namesake, Mrs. Olsen, in the coffee television commercials, you have had a good product to sell and you have sold us on creative community education!

Ambassador of Community Education . . . Six Components of Community Education

Dr. Jack Minzey cogently, zealously, enthusiastically, and, quite properly laid the groundwork for more to follow by re-introducing us to the current concepts of Community Education. The films, "To Touch a Child"* and "Sense of Community,"* shown in the Film Faire, brought his words to real life. "Community Education," he declared, "does have great implications for the handicapped, and, if properly promoted, should result in the same advantages for the handicapped as it does for all other members of the community."

Specifically, Minzey listed the key components of community education: a) an educational program for school-age children, K-12; b) maximum use of school facilities; c) additional programs for school-age children and youth; d) programs for adults; e) delivery and coordination of community services; and f) community involvement. He then related or adapted each component to the handicapped and their special needs. Most logical and laudable. He quoted a Detroit Schools publication which we will take as his own vow of commitment: "The widespread growth of Community Education throughout the country must include the handicapped to be one-hundred per cent effective."

* Available through the Community Ed. Centers cited on page 113.

Advocate of the Disabled . . . Therapeutic Recreation

Dr. John A. Nesbitt, active in rehabilitation and recreation for the handicapped since 1959, began with "Community Education in relation to the needs of the handicapped has not been adequately dealt with in the formulation of community schools, in the special projects of the Mott Foundation or in the Community Education literature or research prior to this conference." Nesbitt continued, ". . . this is the first formal meeting of individuals interested in community education to deal with the Life and Leisure needs of the handicapped. This is progress and an important event in the development of programs and services." His aim, in his presentation was "to link together some basic concepts and processes, namely, the handicapped, education, leisure, community education and the Community Education Act." It simply is not possible to condense with any fairness the cornucopia of contributions he offers in his paper. A few samples of his richnesses:

". . . education and recreation do have a significant commonality . . . the beachhead has been established and the main force is starting to come ashore in the battle for full educational opportunity for the handicapped . . . it is imperative that we now include physical education and recreation in the education for the handicapped laws and in court litigations . . ."

Nesbitt continued his presentation by building a very pragmatic Community Education Program Model. In parallel columns he charts Minzey's Basic Components, then places alongside what he calls the "Functions of Special Community Education for the Ill and Handicapped." Much depends in his Model upon the creation of the position of full- or part-time Special Coordinator to perform the roles and functions assigned. He has "Strategies for Long-Range Development" and in those strategies he includes much if what came out of our groups—methods of funding, enabling legislation; creation of an effective committee or task force; guidelines for curricula, research and demonstration. He concluded by stating—"The Special Community Education Model may very well be what we've been looking for . . . Let's hope that we have found the key that will turn the lock on *total life and leisure fulfillment* for the handicapped."

Mainstreaming . . . Special Education

Dr. Mel W. Weishahn presented us with "Mainstreaming: Fad or Fact? Implications for Community Education and Recreation Specialists." He emphatically stated that mainstreaming, which he defined as "the integration of handicapped students into regular classes," is a fact. In the past two decades, questions have been raised as to whether a) special programs and special classes were the most effective way of serving handicapped students, b) handicapped students were being served in sufficient numbers, and c) such approaches were in keeping with our professed ideals of equality and of quality education for all.

Inferred was the alternative approach of increased emphasis on the concepts of equalizing and humanizing education for *all* students by mainstreaming with subsequent mandates by state and federal legislatures. "Every child has something to give and to gain from every other child," was the credo. Dr. Weishahn's proposal uses "A Continuum of Alternative Educational Provisions for Handicapped Children" which offered nine related, somewhat sequential, but differentiated choices, (ranging from regular classes with consultative assistance from Special Education to, at the other extreme, Residential or Boarding Schools; i.e., from regular classroom placement to very intensive special education programming). In his Model some salient factors were evident. 1) Every student must be considered individually and so given placement accordingly. 2) Students may change so they must routinely be re-evaluated for possible referral to another program. 3) "The intent of such a continuum should by design, be to move the individual up as far as possible in order to achieve maximum integration." 4) "It will be necessary . . . to expect the services of many community agencies and resource personnel in order to achieve such a full range of services." 5) " . . . by the very nature of their interest and expertise, recreation and community education personnel are ready to accpet the challenge of providing such a continuum."

And finally—I believe that John Antonnen from Alaska would back me up—"I would like to hear the reactions of superintendents, other administrators, and teachers to this concept of mainstreaming." I wonder whether there might be some screaming about mainstreaming?

Coordination and Cooperation: To Educate the Total Child

For his paper "Trends and Issues in Leisure Education for the Handicapped, Dr. Steve A. Brannan, researched his subject thoroughly. He asserted that "the right to recreate" needs to be regarded as important as "the right to read," even to the extent of taking time away from some traditional school subjects like mathematics! And, he added, ". . . educators need to be 'educated,' regarding the potential value of recreation as a medium for accomplishing many 'subject matter' objectives. Brannan wants "A total

curriculum for a total child." But to accomplish these objectives, problems need to be solved; i.e. low priority to recreation in the curriculum; weak leadership; and lack of communication between special educators and recreationists. He hit hard at such separatism and lack of "teaming" among special education teachers, outdoor education specialists, physical education specialists, and therapeutic recreation specialists, urging both mutual recognition and "a closer alignment of efforts." He was the only presentor to give special education and the special education curricula their full due, then to relate and inter-relate them with community education, the traditional school curriculum, outdoor education, and the many other facets of the educational process! He is the ardent advocate of "Special Leisure Education," asserting Nesbitt, et al.'s, definition of it as providing students ". . . with special competencies necessary to overcome, adapt, modify, or in other ways achieve the goal of normal recreational, leisure, and cultural pursuits and participation . . ." to Education via Outdoor Recreation, as we term it in Los Angeles. Brannan joins with a host of others in advocating experiences for the handicapped, but again, points out the need for "increased cooperation between recreators, special educators, environmental education specialists, physical educators, community educators, and other interested groups." He has been swept away by the tidal wave of enthusiasm for "mainstreaming." Brannan concludes with a battery of penetrating questions about it; questions about implementation, implications, roles of personnel, adequacy of research, etc.

Above all, may he and his fellow special education colleagues lead the way in the plea for interdisciplinary and interorganizational cooperation.

What the Futurists Have to Say:

Dr. H. Douglas Sessoms, what a man of all seasons! His talk contained elements of the philosopher, the sociologist, the scholar, the historian, the soothsayer. He traced the rise of leisure from the past, evaluated the present, then attempted to crystal-ball the future as he spoke of "Leisure and Recreation Services for the Handicapped in the Future."

With all due respect, I say it cannot be done! It is an appealing but futile exercise of the imagination that is somewhat therapeutic I have watched the development of futurism and futurology until they now are accredited courses in our major universities. I have read the *Futurist*. I have sought the oracle in the Delphi and other techniques. Major catastrophies, new diseases, economic and political upheavals, atomic war, mesmerizing messiahs, controls over life and death, basic scientific discoveries, space exploration and the sheer orneryness of mankind, along with other unexpected variables will so alter Dr. Sessoms's present premises as to negate his predictions. What predictions? "For the most part, life in the next 20 years will not be too different from that we now have." He then previsions a future with an increased amount of unemployment, much more free time, a less mobile society causing the home to become, once again, the primary recreation facility, decentralization of services, yet centralization of activities in the schools as community centers.

And what does all this have to do with the handicapped? with leisure services? I thought I heard him say that responsibility for the handicapped might again become the concern of the family. There seemed to be to me some uncertainty, too, in his mind, about the role of community education. It was encouraging to learn that in North Carolina fifteen communities now have full-time persons working with handicapped individuals in cooperation with recreators.

All in all, each speaker said his own thing and said it well. The experts had no perceptible differences or disagreements, but neither did they come to a meeting of minds or a welding of words.

Dr. Steve Brannan commented to the effect of what is the value of a conference unless something develops out of it that is demonstrable . . . "I would hope," he said, "that something would happen from our being here . . . we could become change agents."

Well, has something happened? How well have we attained the proposed goals? Have we answered that original question: "WHAT IS THE ROLE OF COMMUNITY EDUCATION IN MEETING THE LEISURE NEEDS OF THE HANDICAPPED?" The evaluations of the group tasks will reveal how well and how much the goals have been attained.

Group Task Reports

Group #1 developed explicit Methods/Guidelines of Inter-Agency Coordination and Cooperation for the Disabled, combining the present separate elements of Community Education, Therapeutic Recreation, and Special Education under the single heading of Human Services. To Community Education, however, was given the responsibility of overall leadership. In some detail the group proposed specifics for a national statement.

Group #2 dealt with a host of considerations for implementing recreational programs for the severely handicapped, concentrating upon facilities and removal of architectural barriers as we saw such barriers poignantly bar our own Mariann Soulek (participant) in a film feature. The group also specified needs and made recommendations pertaining to Publicity and Awareness, Education, Funding, Legislation, the Roles of Parents and Guardians.

Group #3 accepted a number of tasks and made related recommendations: 1) To develop strategies for locating the severely handicapped; and recommended both a central registry and surveying the local community. 2) To develop strategies for serving the needs of the handicapped; recommending a resource guide of available services in the community; collecting statewide data by asking the handicapped and their friends and professionals. The group also produced the chart of "A Community Resources System for the Handicapped." In essence, it was to identify additional costs; to recommend re-prioritizing of existing funding patterns, retraining personnel; to develop coordination/cooperation of present resources by existing organizations; and to promote legislation at the state level as it pertained to the potential of community education in meeting the leisure needs of the handicapped.

Group #4 had the task of developing guidelines and standards for the various types of recreators and specialists so that they might work together. It related and coordinated its recommendations with the statements of Group #1, but also came forth with 17 suggestions on such matters as mutual planning, job descriptions, common philosophy, training, community resources, facilities, funding, research and evaluation.

Where Do We Go From Here?

From two and one-half days of extensive meetings what are the conclusions and the recommendations? The major conclusion: Too little so far has been done, much more is now being done, so much more can be done!

The next steps, strategies, recommendations that are paramount would seem to be the development of or the maximum revitalization of the following three: 1) Organization of an on-going umbrella group. task force, coordinating council, clearing house, consortium or the equivalent of those concerned with Community Education, Recreation, Leisure, and the Handicapped. As Dr. Ed Olsen told us "COMMON-UNITY" depends upon Communication.

2) Preparation of a policy statement, a manifesto, a declaration of rights pertaining to recreation, leisure services, and the handicapped. And for our professions perhaps that Declaration of Interdependence?

3) A follow-up or supplementary Program, Platform of Needs, Guidelines, or Bill of Particulars, including but not limited to specifics pertaining to facilities, transportation, counseling and referrals, financing, legislation, research and evaluating, curriculum reconstruction and adaptation, education of the public.

And now, as is my trademark in giving a talk, may I conclude with some aphorism, homilies, quotations from which I urge you to make choices and then try to live by them.

From Einstein: "Only as life is lived for others is life worthwhile."

John Fletcher, (1621): "Health and an able body are two jewels."

From Proverbs: "Where there is no vision the people perish." (So I challenge you to be visionary.)

From John Dewey: "Every great advance has issued from an audacity of the imagination." (So I challenge you, like Dr. Sessoms, to be audacious, even if you are criticized in your prognostications and predictions.)

From the Columbia Record: "Ideas are funny little things; they won't work unless you do."

We've heard lots of good ideas here. Now, rephrasing Rev. Dale Turner of Seattle, "If it is to be, it is up to thee and me."

Similarly, and repeating Dr. Ed Olsen: "Ignore, Accept, Assist—which will be your role?"

Or, and it is my own advice, or in my own words: When all is said and done, let us remember not only what has been said but also let us start getting it done!

And, finally, I repeat: "What is the most important thing in the world?" The most important thing in the world is, yes, for us to wake up alive, healthy, and happy tomorrow morning but also to make it possible for others less fortunate to wake up more alive, more healthy, more happy each and every morning. Fellow Handicapped Human Beings: Those are my thoughts—and yours—on COMMON-UNITY for the Community!

"Community Education: Perspective and Potential"

By Edward G. Olsen

Which Compass?

Have you heard about the teacher who wanted to buy a compass, and asked the store clerk if they had one? "Well," said the clerk, "That depends on which kind you have in mind. Do you want a compass for drawing circles, or one for going places?"

Too long school people have been using academic compasses to go around in circles—widening circles, to be sure, and sometimes elliptical or otherwise distorted—but still essentially circles going really nowhere. They have been earnestly trying to improve education—including Special Education—through all sorts of little reforms (which all seemed revolutionary at first!).

They've gone into special classes, home studies, flexible scheduling, non-graded classes, inquiry teaching, team-teaching and a host of other innovations. But still the schools are in trouble, deep trouble. Isn't it about time they discarded compasses for drawing safe circles, and find some for courageously going places—especially in reaching the handicapped population and serving their leisure and other important needs? That *is* our charge here these three days, isn't it? So let's think together awhile about some deeper and wider implications of that challenging charge.

My hope is to offer some perspective and suggestions for your thinking and planning—not for these days or this year only, but also for long range development through wider cooperation. Your role is to read critically what I have written, and then tear into it—see what makes sense to you, what does not; what you can use, modify, discard—but plan, then act!

Schools in Trouble

Let's begin by noting that Trouble is the name of the game on the school scene today—and not only in the special field of handicapped people. It is general education trouble: 3-D trouble: **Dollar trouble, Dropout trouble, Disbelief trouble.**

More than half of all school finance elections fail each year in this country, often several times successively. Almost a million boys and girls drop out of high school every year; behind them are several millions more who are psychological dropouts: their bodies are still in the classrooms, but they are indifferent to school education, alienated from the school program, even hostile to all school authority and to the intellectual life itself.

And Disbelief trouble:

> Parents ask: "What's the matter with the schools these days? They don't teach kids much anymore, and they don't even keep them under control."
>
> Teachers say: "We try so hard—every approach we know—but so many just don't care. They don't want to learn."
>
> Students speak: "Most of that stuff they teach doesn't mean anything, really. What good is it to us? We just don't dig it. Would you, if you were us?"
>
> Many people: "We believe in education. It's important and it's necessary to get ahead. But schools nowadays aren't doing their job as they used to do. What *is* the matter with them?"

Troubled schools—and colleges, too!

Now if our conventional schools as a whole are in trouble—and they are—what shall we find as we examine the community situations in which so many of the handicapped people of all ages must live? If you think that their recreational needs are neglected—and they are—remember that the multiple needs of most children, teenagers and adults are overlooked as well (though in different dimensions). Even as we think specifically about the seven million handicapped children in this nation, we know we can no longer consider them in isolation. Consistent with the prevalent integrative educational philosophy, we must think anew about the basic needs of all people of all ages, and how to help them meet them more effectively, more economically, more creatively. Must we not?

Perspective

Across the nation the rising cry, the urgest demand, ever more insistent, is *What Can We Do to Get Better Education?*

Some people say: "Go back to the basics. Away with fads and frills and student freedom! The old school was good enough for me, and it's good enough for kids now. Get back to that, and get back hard!"

But others answer: "You can't go back again; all life is different today. Besides, the traditional school simply does not work. So instead of trying to go backward, let's move ahead—let's invent better education—not only for children and youth, but for people of all ages, interests and abilities, regardless of their academic achievement levels. The **old 2 x 4 x 6 x 9 concept** of school must go—the conventional idea that "education" is something confined to the 2 covers of the textbook, the 4 walls of the classroom, the 6 hours of the school day, the 9 months of the school year.

Let's set our purpose and goal as the improvement of the quality of living for all people, handicapped or not. Let's use our communities as living laboratories for functional learning and genuine recreation. Let's make the schoolhouse an educational-recreational center. Let's build a curriculum core that is relevant, significant, meaningful and vital to all learners and to our tumultuous society alike. And let's tackle this comprehensive task cooperatively, school people and community people together, so everybody has a real stake in its success.

However phrased, with whatever narrow or broad limits of vision and drive, *that* is the growing and spreading yearning for what we call *community education.*

Community Education

The very heart of the community education concept was sharply stated fifty years ago by Joseph K. Hart, the philosophic father of community education:

> "No child can escape his community. He may not like his parents, or the neighbors, or the ways of the world. He may groan under the processes of living, and wish he were dead. But he goes on living, and he goes on living in the community.
>
> "The life of the community flows about him, foul or pure; he swims in it, drinks it, goes to sleep in it, and wakes to the new day to find it still about him. He belongs to it; it nourishes him or starves him, or poisons him; it gives him the substance of his life.
>
> "And in the long run it takes its toll of him, and all he is."

What, then, has that to do with education? Let Hart continue:

> "The democratic problem in education is not primarily a problem of training children; it is the problem of making a community within which children cannot help growing up to be democratic, intelligent, disciplined to freedom, reverent of the goods of life, and eager to share in the tasks of the age. *A school cannot produce this result; nothing but a community can do so.*" (Emphasis added).

Foundational to all current crises and controversies in education are a number of basic,

interrelated conceptions of school education which have emerged as major trends during the past several decades. These trends, of varying kind and degree, are developmental in character and now indicate real hope for better reaching the handicapped population with education as well as recreation. For quick perspective on what has been happening, let's notice five of these highly influential trends.

Five Developing Trends

1. *What education is.* The traditional school considered education to be essentially the "3 R" skills plus a reservoir of *stored knowledge*, much of which was admittedly non-functional at the time of learning but which assumedly would either "discipline the mind" or "come in handy" at some later stage of school or life. Over fifty years ago that concept was disproved by studies showing the invalidity of the mental discipline theory, and demonstrating the high rise in forgetting curves of non-used memorized material.

Then the progressive educational philosophy of the 1920's and 1930's espoused instead the child-centered concept and made *personality growth* the central goal of school efforts. But that view proved largely oblivious to the varied societal pressures and the many out-of-school learning experiences which so often distort and destroy personality growth.

Today we assert with confidence that all life educates, consciously or not, deliberately or not, constructively or not—and that education should therefore become a life-long process of functional learning experiences which together increase the learner's *competence in living*. This is the philosophy of Community Education.

2. *The job of the school.* The old view was simple: *transmit the heritage*—at least that part of it considered to be important to the educated person. Fit the children into the fixed curriculum; if he or she doesn't care or can't cope, that's just too bad; insidiously force them out, or openly expel them if school attendance laws permit. Otherwise, put him in shop courses and her in home economics.

Much later came a new orientation: find ways to hold students by *stimulating their interests*, providing for their explorations and expressions of those interests, and thus assist in desirable personality growth. Be it the Aztecs, earthworms, rock music or whatever, let students follow their own interests wherever they may lead (or fail to lead).

Today we affirm the central values of both those goal concepts, but we know that we must critically re-examine both program and process in the light of the school's primary responsibility to help *improve the quality of living* in the local community, the region, the nation and the world, as well as in the life of the individual learner. This, too, is the philosophy of Community Education.

3. *Curriculum structure.* In the traditional school this was—and is—the familiar *discipline subjects*, all the way from art to zoology. In the progressive school (today's "free" or "alternative" school) *personal interests* are followed through varied projects and units of work. But in the community education program now most urgently needed, the curriculum should be flexibly structured about the typical *life concerns* of people in all cultures, almost everywhere in time and place—such concerns and their attendant problems as those of getting food and shelter, communicating ideas and feelings, rearing children, relating somehow with others different in ethnic, religious, social class or other factors, and the like. With the discipline subjects as resource areas and with personal interests as motivators, this emerging approach to the problem of curriculum structure is our best hope for creating truly functional education as a process. Community education!

4. *Attitudes toward social change.* Facing social change, many people react like the little old lady who said that nobody would get her up in one of these jet planes, no sir!

Anytime she had to travel it would be the way God intended His creatures to get around —by train!

Even technological change is disturbing to many folks, and social change—including educational change—far more so. For significant social change is usually perceived as a kind of personal threat, particularly by those who are well fed and comfortable, established, and therefore complacent. These people are not the Archie Bunkers only; they include board of education members, school administrators, classroom teachers, college faculty members including teacher-educators, PTA and service club presidents, and many more. Whether social change is the rise of Women's Lib, the coming of a new school superintendent, or some proposal for a drastically revised curriculum, we tend to be emotionally doubtful, even opposed—with sincere and convincing reasons, naturally. Almost always Establishment persons tend to feel that the way things are, or were sometime ago, are the right ways, the normal ways, even the God-intended ways. It seems to be human nature to prefer the familiar to the innovative, the traditional to the novel, the solace of security to the challenge of change. For "That's the way it's 'spozed to be!"

This personal tendency toward social and educational conformity is always compounded by the further fact that every organization becomes institutionalized; that is, set in its ways, satisfied with its degree of success, devoted to the usual patterns of operation, resistant to marked changes in its designated policies, programs and self-evaluation procedures. In a word, an established organization becomes an Establishment. In this development, schools, recreational agencies and Special Education are no exceptions.

Confronted by the new educational needs of our times, some people reactively try to *ignore change* as being of no concern to them. Either they say "So what?" and accept minor changes with indifference, or they timidly close their eyes to the whole scene and whisper that "We have no problems here—let's not stir up trouble." They may agree that much is wrong with society and with education, and that "Somebody Should Do Something," but personally they don't want to get too involved.

Other people *accept change* if and when it comes upon them. Mildly forward looking they may be, but that is enough for them. They will ride with the tide; they will roll with the punches; they don't really care what happens as long as they can stay on top of the situation. So whatever else they may be, they are not the educational statesmen so desperately needed today.

But fortunately there are some other folks—the true leaders and our only hope for a better future—who are imaginative, courageous, and dynamic. They take the lead to *assist change* because they recognize that some changes, especially in school curriculum design, in recreation, and in special education for the handicapped, are long overdue. These leaders are willing, even eager, to look around them to identify needs and resources, look back for helpful perspective on the present, and look ahead to plan and develop better programs of all kinds. They know, too, that to assist needed change, to guide and implement that change, to keep it within the bounds of the democratic process, may well bring some tension, turmoil and conflict.

Three basic attitudes toward social and educational change: Ignore, Accept, Assist! Which do you feel is yours as you consider the role Community Education can play in meeting the leisure needs of the handicapped population?

5. *Attitudes toward citizen participation in educational policy-planning.* Times were when the negative challenge *Keep Out* expressed the general attitude of most school board members, administrators and teachers toward people who expressed concern about what was going on in the schools. "We are trained experts in education," they typically thought, even if wise enough not to say just that. "We know what is best in

education, and we do things that way. You citizens, just give us our budget money and leave us alone." But soon enough that condescending aloofness proved self-defeating; voters found their tax bills climbing ever higher and increasingly they became suspicious as to what the schools were up to.

So American education weeks and back-to-school nights and other forms of public relations appeals were developed. The old *Keep Out syndrome* changed to that of *Come See*—come into the schools (*our* schools, still, in the feelings of school people) and see what we are doing. Then you will approve our efforts and vote Yes in the next bond election! And isn't that about what most school administrators and teachers' organizations are still saying?

When school tax and bond elections fail time after time, all most educators and board members can think to do is tighten the fiscal belt and set a date for another election.

Fortunately there are some educational leaders, however, who are deeply aware that a fundamentally new attitude and policy approach must now permeate their practice. They know they must resolutely end whatever elements of the *Keep Out* and *Come See* fixations still exist, and move onto a new stage: that of *Let's Plan* together for quality education. This third attitude is the heart and soul of the community education idea.

So here we are today—five major shifts in basic concepts of education—and all of them still shifting, in one degree or another, depending upon place, time, and effective leadership. In my lifetime we have come a long way in ideas of what education is, the job of the school, appropriate curriculum structure, attitudes toward change, viewpoints about citizen sharing in educational policy-making—a very long way! The composite results of changing ideas in all these interrelated fields is that in fifty years or so we have moved from support for the Traditional School with its knowledge-set-out-to-be-learned . . . through the Progressive or Alternative School with its personal-interests-to-be-expressed . . . into the concept of Community School Education designed to improve the quality of human living as its central goal and thrust. So now we are coming slowly to these twin conclusions: True education is not knowledge alone, but rather knowledge-in-ethical-action; and Education is too important an enterprise to be left to the professional educators.

Potential

Community Education—potential for the future? It is bright—even shining bright—as more and more people in all fields of living come to comprehend the essentials of the community education concept.

For the handicapped, myriad ways can be devised to utilize community resources, including schools and colleges, for their recreational needs and interests. You'll be exploring them further as this conference proceeds. I would suggest to you, however, that while you are currently concentrating on community ways to reach the handicapped population to serve their leisure needs, you also think about other of their needs which they have in common with all other people. This will be a most effective step in mainstreaming the handicapped.

Growing up is a process of finding for oneself a reasonably satisfying place in the adult world. This means achieving some degree of competence in each of at least four major roles played by each person:

- Sex and family role: Getting along with parents, siblings and peers; later finding a fulfilling sexual life; perhaps becoming successful parents.
- Productive worker role: Ability and willingness to earn an adequate economic living, including wise consumption of goods and services.
- Civic role: Obedience to just laws as a minimum; beyond that, active participation, democratically, in local, state, national and world politics.

- Self-realization role: Discovering and developing live-with answers to the persistent and lifelong questions confronting each of us: Who am I? What do I want to be like? Where am I going in my life, and why that way?

These four roles or "life careers" are among the dominant concerns of all persons, "handicapped" or "normal"; whether consciously recognized or not. So they are areas of life in which all persons (except possibly the severely handicapped in one dimension or another) need to achieve maximum possible individual competence.

Next Steps

What, then, to do? How can Community Education help the handicapped make for themselves a richer, fuller kind of life? Let me conclude by suggesting, each very briefly, several things I believe can be done—through cooperative community educational approaches. This will require, of course, close and continuing coordination between leaders and agencies specifically pointing toward leisure services delivery for the handicapped of all ages and abilities and interests.

1. ACCEPT FOR YOURSELF THE CENTRAL GOAL OF COMMUNITY EDUCATION: TO IMPROVE THE QUALITY OF LIVING. Make that the criterion against which you evaluate every aspect of your work. Stop asking only: How can I make my present program more effective? Start asking instead: What competencies, including recreational abilities, must handicapped people develop in order to become as far as possible well-rounded, efficient, and ethical participators in the ongoing life of community and society? How can we help them develop those abilities?

2. ORGANIZE A COMPREHENSIVE SCHOOL-COMMUNITY COORDINATING COUNCIL or, if you already have one, widen its purpose and extend its services. This needs to go far beyond a council for Special Education, for Recreation, for Mental Health, for Handicapped Children, and the like. It must be an "umbrella type" coordinating council, comprehensively concerned with all aspects of community life. Within it there should be, of course, working committees on varied specialized kinds of needs, including those of the handicapped population for adequate recreational opportunities.

Widespread public participation in problem identification, decision making, and program planning and evaluation is indispensable in community education. Such action may and often should be stimulated by school and recreational people, but never limited to them. Surely it is evident that the development and delivery of adequate recreational services for handicapped people requires continuous and cooperative joint planning on the part of parents, schools, churches, welfare agencies, service clubs, business associations, labor unions, the mass media, and every other community agency concerned about the common welfare.

3. STUDY YOUR OWN COMMUNITY IN DEPTH, AND TEACH THE HANDICAPPED HOW TO DO SO. This means really understanding people, social organization, culture patterns, life styles, value systems, life processes and personal concerns. A community is not just a place, it is people—people working, playing, loving, governing, worshipping, striving, hating, living through all the societal processes and facing or evading all their problems. The accompanying chart may help you visualize these elements in their functional interrelationships.

Community Areas. Any program which remains preoccupied with its own locality or time in history should be considered inexcusably provincial. We live in a revolutionary era when we must all think, feel and plan also in regional, national, even world-wide terms, and do so with all the perspective that past events and trends can provide. We must think of "community" in terms of both widening geographic areas and special

interests such as the ethnic business, religious, educational, recreational *et al.* communities also.

Community Levels. In every community, whatever its area, interest or time frame, there exist three kinds of interrelated "levels of culture" which must be grasped and worked with:

Material level. This is the external culture, the *things* people have made, as well as the people themselves: the housing, parks, water supply, bowling alleys, police stations, radio transmittors, nuclear reactors, and the like.

Institutional level. Here are the *mass habits* of the people: their organized ways of living: language used, political practices, marriage customs, religious rituals, recreational rules, etc. etc. This second level is less tangible, but extremely significant in determining the behavior of the people in the communities, whether they are the handicapped or not.

Psychological level. Determining the customs and the material creations of the people are their *beliefs and motivations.* These are their values, fears, ambitions, ideals, loyalties, dogmas, taboos, attitudes—all of which influence and usually determine human behavior in any specific situation.

Material, institutional, and psychological levels in the community—each must be understood in some depth as foundation for realistic planning and programming.

Life Processes and Concerns. These are the chief activity areas in which people spend most of their time, energy, effort and worry throughout their lives—and always have, in all cultures, in all times. Many lists of such processes and concerns have been compiled. Particular areas and titles are nowhere as important as is recognition of such areas as central in the lives of all peoples, whether handicapped or normal. Among them is that one of special concern to this conference: "Using Leisure Time."

4. ESTABLISH A COMMUNITY RESOURCES DATA BANK AND SERVICE CENTER. Washington was the first state to add to its State Department of Education a community education development center. That was in 1945. It was called the Division of School and Community Relations, but it was never a "public relations" office. I can assure you of that, for I was its Director. Some 21 school districts over the state were helped to design systematic surveys of community resources, to compile directories of field trip opportunities and available resource people, to include lay people in school program planning, to organize community coordinating councils, and to establish routine procedures for easy and productive use of resource visitors in classrooms and excursions into the community. Such services may already be commonplace in your district, but if not, they should be! Some special arrangements will naturally have to be made to accommodate the handicapped in some situations. The whole procedure should, of course, be planned *with* handicapped people, not only for them.

5. EXPERIMENT BOLDLY AND EVALUATE CAREFULLY. Now as never before we are becoming painfully aware that all of living educates each person, that "community" must be conceived in worldwide as well as local terms, that education and recreation both must help to improve the quality of living, that neither the schools nor recreational agencies can do that job alone, that both must lead in coordinating planning and programming to solve individual and group problems. We are even beginning to glimpse the truth of Lewis Mumford's wise observation that "Civilization is the never-ending process of creating one world and one humanity." Let me add that in that one humanity we include and respect the handicapped population as human beings.

Post Script . . .

One final thought: Don't be discouraged if obstacles loom and progress is slow.

Remember, you are on the right side of history. Community education, widely understood and implemented, is the next great development, and you are helping to pioneer it. So when critics say to you, "Back to the Basics of Education," you can just smile gently and answer, "No, not backward—Forward to the Fundamentals of Living—through creative community education!"

Community Education And The Handicapped

By Jack Minzey

The Handicapped Are To Be Recognized

Community education does have great implications for the handicapped, and if properly promoted, should result in the same advantages for the handicapped as it does for all other members of the community. In fact, many of the needs of handicapped people are no different than those of other community residents. Yet, while the needs of the handicapped are equally urgent, they are often less visable and less attended to than those of the general population. A basic premise of community education is that many community needs are not being met and that there is a responsibility to discover these needs and provide appropriate resources to deal with community problems. Since [illegible] percent of our population, or about 20 million of our citizens, are handicapped and [illegible] also members of these communities, they are certainly a bonafide concern of those promoting community education.

Community Education—A Perspective

In order to more effectively explain the relationship between community education and the handicapped, it is first necessary to gain an understanding of what community education is. Like many other concepts, community education has been defined in many ways and, as a result, has suffered from diverse interpretations. During the past forty years, community education has at various times been synonymous with adult education, extra activities for children and community recreation programs. The primary perception of community education was that it was primarily concerned with programs which were added to the regular school schedule and provided as an extra, over and above the traditional responsibilities of the school.

In the past few years, there has been a dramatic change in the meaning of the term community education. Community education is no longer an "add-on," but is instead a philosophical concept that has greatly extended the role of the public schools. Schools, which in the past have been accountable for the limited education of a particular age group, are now being asked to meet the educational needs of all members of their communities. In addition, schools are also asked to assist in the delivery of community services and provide leadership in community development. This does not mean that schools must accept the responsibility implied in the cliche "all things to all people." What it does mean is that schools must play a catalytic and coordinating role which acknowledges a responsibility for bringing community resources to bear on community problems.

Expanding Service

Such a suggested role for public schools is understandably debatable. Educators already have a sizeable task to perform in carrying out the present job assigned to them, and to take on an even greater role is neither personally nor professionally comfortable. The immediate reaction, therefore, is to resist the community education movement on

the basis that schools are not able to accept more duties and responsibilities. If one investigates the components of community education, however, and looks at its rapid growth across the country, it is apparent that community education is an idea whose "time has come." More important, there is a need for the application of such an idea to our communities. Hopefully, educators are astute enough to recognize that while the community education concept is threatening, it also offers an exciting and challenging opportunity to the public schools.

The Components

There are many definitions related to community education and most are fraught with the problems of verbage and semantics. Therefore, it may be more appropriate to describe community education than to define it. The following components of community education are submitted to describe the current status of community education. A school district which commits itself to community education would accept responsibility for these components.

1.—An Educational Program for School Age Children: This component refers to the traditional programs offered by all school districts. It is frequently called the K-12 (Kindergarten through twelfth grade) or day school program. This, of course, is a vital part of the school educational program, and every attempt should be made to expand and improve it. Of particular importance under the community education concept would be stress on relevance, community involvement, and the use of community resources to enhance classroom teaching. This program will be greatly strengthened if it is tied in with the other components of community education. As contrasted with the typical view of public education, the K-12 program is a *vital* part but not the *only* part of public education.

2.—Maximum Use of School Facilities: School buildings, the most costly facilities in the community, are often used only a small percentage of their potential clock hour time. Many times new buildings are constructed as community centers, recreation centers, or boys' clubs while school buildings stand idle. School facilities should be used for all types of community needs and their maximum use assured before new facilities are constructed. New school construction or renovation of old school buildings should be based on community specifications so that school buildings reflect the building needs of the total community. A corollary idea considers maximum use of all other community buildings as well, such as fire halls, churches, civic buildings, recreation facilities, etc.

3.—Additional Programs for Children and Youth: This aspect of community education presumes that there is an increasing need for additional education and activities for school age youngsters. Despite the ever increasing amount of knowledge in our society, students are exposed to formal education less and less. The reduction in the school day and school year has resulted in students being forced to make choices in their educational programs rather than provide them with the kinds of educational experiences which they either want or need. Students must constantly make choices between band or gym, art or foreign language, choir or science. By expanding the educational and activity offerings before and after the regular school day, on weekends, and during the summer, students have an opportunity for enrichment, remedial and supplemental educational activities as well as recreational, cultural, vocational and avocational programs. Program offerings would not only serve in-school-age youth, but pre-school children and out-of-school youth as well.

4.—Programs for Adults: An important aspect of this component of community education is that educational programs are recognized as being as important for adults

as they are for the traditional school population. Included would be such programs as basic education, high school completion, recreational, avocational, cultural and vocational education. The student body, for educational purposes, would be perceived as being all of the people who reside in the community. One extra advantage of this component of community education is that the education of adults has a great impact on the traditional school age youngster in terms of better educational attainment and attitudes.

5.—Delivery of Community Services: One of the key problems in providing community services is that there is an expectation that people will come to where the services are offered rather than having the services taken to where people are located. Existing services would be encouraged, whenever possible, to use the school as a distribution point for community services. The school would not provide the service, but would offer space in either the school or some other community facility so that agencies, governmental units and other groups could bring their services as near to the source of need as possible.

6.—Community Development Through Community Councils: This phase of community education has often been described in relation to "participatory democracy." The purpose is to assist people in a particular neighborhood in identifying their own problems and then developing a process for attempting to solve such problems. The school aids in the development of community councils and provides the leadership necessary to help these councils become viable organizations on their own.

The Handicapped

Currently there appears to be a ground swell of concern for the handicapped. There is a recognition (Molloy, 1975) that a significant part in our population (10 percent) falls into this category and that this group consists of persons with speech and learning disabilities (28 percent), hearing problems (7 percent), sight problems (2 percent), emotional disturbance (14 percent), physical handicaps (18 percent) and mental retardation (30 percent). Not only has it been surprising to find out how many persons are handicapped, but the problem related to serving these persons is compounded by the diversity of their handicaps.

Much of this interest in the handicapped has come since 1971 when a Pennsylvania court ruled that all retarded persons between the ages of 4 and 21 must be given free public education, and that inadequate funding is no excuse for inadequate facilities (Russo, 1975). This ruling has been interpreted as a bill of rights for all handicapped and has resulted in concern and action for the handicapped. People who had frequently been thought of only in such misunderstood terms as behavior disordered, learning-disabled, dyslexia, and cerebral dysfunctioning now became individuals with educational rights like any other citizen. Since that historic decision, there has been great legislative activity on behalf of the handicapped. Seven states have passed comprehensive legislation related to the handicapped and seven others have made significant changes in their laws. Presently all but two states require the public schools to provide programs for those who need special education. In a similar fashion, the federal government has exhibited a growing interest in this area, and they too have provided assistance for the handicapped. Recent legislation sent to the President for signature contained 199.6 million dollars for the handicapped for fiscal year 1975 (only 147 million has been recommended by President Ford) and 100 million for state grants for fiscal year 1976.

Implications for Community Education

A new phrase that has developed with this growing interest in the handicapped is

"mainstreaming." It connotes that services and programs for the handicapped are not to be separate, but are to be fused or integrated into the regular program. If we are to acknowledge the intent of mainstreaming, it would appear that in order to relate community education to the handicapped, we would simply offer the advantages of the Concept of Community Education to the handicapped in the same way that we do to all other members of the community. Community education, which provides the idea of relating community resources to community problems, would serve to relate the problems of the handicapped to the resources available and to create new resources where none exist.

Thus, in order to relate community education and the handicapped, one needs only to take the components of community education and relate these to the needs of the handicapped. In most cases the basic needs will be the same, and we are really speaking of making adaptations for people with special problems.

In the community education component related to the traditional school-age child can be found the greatest amount of effort related to the handicapped. Several publications have devoted their issues to this topic and most legislation has been amide at this particular group of handicapped. The other components of community education have had less attention, however, and may therefore need more amplification.

In the maximum use of facilities component of community education, all of the arguments related to extending the use of facilities and coordination of usage to eliminate duplication would apply to the needs of the handicapped. There would be some special considerations, however. Facilities would have to be redesigned so that handicapped persons could make use of them. This redesigning would include such things as ramps and wider doors for easy access to buildings, elevators, electric doors, curb cuts, appropriate parking, lowered heights for tables, telephones and drinking fountains, appropriate rest room facilities and special recreational facilities. The goal would be not to make separate facilities, but to modify existing ones. One idea might be to develop a special map of the area for the handicapped, informing them of routes and facilities which will accommodate them. One of the best ways to adapt facilities to the handicapped is to have the handicapped use the facilities and point out the difficulties which they encounter.

In a similar fashion the program aspect of community education will apply to the handicapped and all that is needed is consideration of their special problems. These special considerations will include braille, tapes and recordings, devices for finding direction by touch, adjustments in athletic programs, special occupational offerings, classes which deal with problems of the handicapped, note-takers, signers, wheel chair repair, unique social events and technological changes such as the use of two way closed circuit T.V. for the home bound.

The bringing of services to the neighborhood may be one of the finest contributions which community education will make to the handicapped. Transportation is a monumental problem to the handicapped and by placing services nearer their residence, it will be possible for more handicapped people to avail themselves of the services which they need.

Finally, in regard to community involvement, we find few handicapped represented in the decision making or advisory portion of our communities. This becomes even more alarming when we realize that one out of every ten persons falls into the handicapped category. For whatever reasons, the handicapped have not been represented, and we have not been able to capitalize on the talents of that part of our society.

The Challenge

While there has recently been a wide-spread interest in the handicapped, there is still much to be done in order to provide for the needs of this segment of our society. To

date, the interest has been primarily focused on children with little being written or planned for the adult handicapped. As is the case with so many of our educational services, we proceed as though the emotional aspect of working with children offsets the need for adult considerations. Both adults and children are important, however, and we must address the needs of the handicapped, regardless of age.

Community education can be the technique by which the needs of the handicapped can be identified and dealt with. All of the goals of community education apply to the handicapped as appropriately as they apply to all other segments of the community. The Physically Impaired Association of Michigan (Mich. Dept. of Ed., n.d.) set as its goal "To insure each physical or otherwise health impaired person in Michigan full and equal rights as a citizen, enhancement of vocational opportunity, and enrichment of daily living." These goals are not only compatible with the goals of community education, but it is the responsibility of community educators to assist in their accomplishment. In fact, "The widespread growth of community education throughout the country must include the handicapped to be 100 percent effective." (Detroit Public Schools, 1975) The "mainstreaming" of the handicapped into community education is a responsibility to which all community educators must urgently address themselves.

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National Association of the Deaf Adopts Resolution Supporting Community Education, July, 1974

Resolution 18 [Bill 29]

Whereas the Community Education concept has the potential to foster lifelong learning experiences that are meaningful and relevant to children, youth, and adults in the school, the home, and the community, and

Whereas the Community Education concept attempts to make maximum use of all available resources in a community in an effort to provide meaningful and accessible services to all members of a community, and

Whereas the Community Education concept relies heavily on involvement and establishes means whereby people can become involved in determining their needs and desires and share in decision-making, planning, implementation, and fellowship in meeting those needs and desires, and

Whereas deaf people have the same educational, service, and meaningful involvement needs as their hearing counterparts, be it therefore

Resolved that the National Association of the Deaf endorses and supports the Community Education concept and encourages schools and centers for the deaf throughout the United States to adopt the concept so as to upgrade the general welfare and well being of deaf people.

Community Schools*

By Alan M. Baas

> The community educator is committed to the idea that people learn from the total environment. That is, the entire community is the school plant. All of the people are potential teachers. Everything in the community is a potential resource. *Totten (1972)*

The movement to community school education stems from a variety of concerns about our children and our societal structures. People are realizing how socioeconomic conditions, racial prejudice, and a multitude of subtle environmental factors have a dramatic bearing on a child's ability to learn. There is also a growing recognition that learning is a lifelong process and the right to education should not be limited to the young. Community school education represents a serious and wide-scale attempt to respond to these factors through specific programs and activities and through a general reorientation of the community's attitudes toward schools.

The community school emphasizes parental involvement, stresses education as a continuing process open to adults as well as to children, and directly confronts its environment to clarify unique neighborhood characteristics while providing for their better integration into the entire community. The movement is young, no one is yet sure what these schools should do but there is a widespread conviction that community school education can be a valuable force for revitalizing our society. By serving as a forum for citizen expression and an encourager of community action, the community school promises real solutions to the problems of alienation and cynicism afflicting both our youth and our adults.

While there still exists some confusion in the definition of community education, community schools, and neighborhood schools, Baillie and others (1972) offer a good general description of each term:

> **Community education** is a concept based on a process of education for children, youth, and adults. The process refers to the organization of the community into appropriate size units to facilitate interaction, identification of local resources, and involvement of people in the solution of their own problems and problems of the community. It is an effort to capture a sense of community without eliminating its pluralism.
>
> **Community schools** are vehicles that provide opportunities for community involvement and decision-making. They are for the entire community and are often located in the neighborhood school. (They need not be in the neighborhood schools to be community schools.) There are major distinctions between the *neighborhood school* and the *community school*. Both may offer similar programs, services, and activities, yet the community school concept is premised on the ultimate goal of community involvement and participation and is not necessarily based in the individual's neighborhood. The neighborhood school is usually oriented to skill attainment, personal enjoyment, and indi-

* Baas, Alan M. *Community Schools*. ERIC Educational Management Review Series, No. 24, Dec. 1973, pp. 8.

vidual self-enrichment for a particular age group at a school in the individual's immediate surroundings.

Something of the significance of community education is reflected in the sheer volume of literature available on the subject, only a fraction of which can be surveyed in a review of this nature. Included here are representative documents and journal articles discussing the concept, methods, trends, and personnel of the community school.

The Concept

Community education, according to Kerensky (1972), is not a "preconceived package" to be tacked on to the existing educational structure. Rather, it is a process that "puts meaning into the notion that people can and should make an input into the educational system that serves their community." To help people understand the full implications of a totally mobilized community education effort, Kerensky discusses some of the misconceptions hampering its development and reviews the basic ideas behind the concept.

Successful community education depends on forming new sets of relationships among educators and citizens. It therefore, requires new administrative attitudes and new assumptions about accountability and control that better incorporate the ideas, wants, and needs of the local community. In this way, the concept entails alternative organizational forms that decentralize and "debureaucratize" American schools by allowing individual communities to identify and solve problems at the local level.

Kerensky stresses that, as a process, community education lends itself more to description than to definition. Attempts, therefore, to "nail down" its philosophy in terms of product may freeze the concept. Weaver (1972), on the other hand, argues that the practical and promotional orientation of community school education programs must be balanced by the development of sound theoretical definitions. Weaver does not contend that community education must be defined absolutely in terms of its product, but he does urged that theories be developed to systematize a framework of beliefs so that the concept might be examined critically by everyone involved in the process.

Theory development would also enable individual educators to test their own practices and to better communicate on a national basis. Weaver presents strategies for theory development and discusses several aspects of community education where good theoretical definitions are needed. These include community educators' emphasis on process rather than program, and questions as to whether or not community education is school-based or community-based, education-oriented or social problem-oriented, and whether it exists within a hierarchical organization or constitutes a social system of its own.

The articles by Kerensky and Weaver are among twenty in a recent issue of *Phi Delta Kappan* that was devoted entirely to the concept, trends, and methods of community education. While several other articles from this issue appear elsewhere in the review, it is not possible to give them all the recognition warranted. The journal's content is perhaps best summarized by Totten (1972) in his guest editorial:

> This special issue of the *Kappan* has several goals. Above all else it intends to establish confidence in the concept of community education and confidence that implementation of this approach to learning is within reach of every community. . . . The story of what community education actually is, how it can be implemented, what organizational and administrative changes and practices are essential, how the curriculum is developed, how the total community is involved, how the new dimensions can be financed, how assistance can be gained from materials and higher education institutions, and how progress can be evaluated is authentic.

A paper edited by Hughes [(1972)] describes the concept of the community school as it has developed in the United States. The community school transforms the tradi-

tional role of the neighborhood school into that of a total community center where education is considered a lifelong process for which the individual and the society are jointly responsible. Hughes perceives the underlying premise of the community school to be the belief "that the schools belong to the people, and that local resources can be harnessed to attack community problems. Thus the school may serve a four-fold role as

- an educational center where children and adults have optimum opportunities for study and learning
- a neighborhood center for cultural and recreational activities
- a center for social services
- a center of neighborhood and community life assisting citizens in the study and solution of neighborhood problems

In addition to describing the philosophy behind the community school, Hughes cites examples of what such a school can do and describes one particular school in operation. He characterizes the school's administrative structure and organization as "flat and not tall," and as one where the teacher is recognized as a fully competent decision-maker. Principals, superintendents, and board members should be "students of the community's educational needs" and assume leadership role in mobilizing the community's resources and interpreting the school's program to the community.

Clark (1971) discusses the concept of community education as it relates to the changing role of public schools. He calls for a reconstruction of our educational process so that it can better identify and meet the needs of the people it serves. Basic to this change should be recognition of the facts that "learning begins and terminates with life itself" and educational programs should not be limited to the young. Clark argues that the family is the most important educational institution in our society and that steps should be taken to integrate educational services with the needs of parents.

Cautioning that it is easier to identify our educational problems than to solve them, Clark sees community education as promising a viable operational philosophy for guiding future changes in the educational process. He visualizes the concept as moving in four sequential stages:

> *First Level*—High school completion, basic education, enrichment and recreation programs for community members of all ages.
>
> *Second Level*—Programs and projects that attempt to have a positive effect on current community problems.
>
> *Third Level*—All educational agencies working together toward common goals, sharing resources, and complementing the services of one another.
>
> *Fourth Level*—The reconstruction of a total educational process under a philosophy of community education: "helping people to help themselves."

Clark concludes by presenting rudimentary guidelines to help community educational leaders realize the catalytic nature of their role as change agents.

Several discussions of the community education concept as it relates to urban conditions are worth noting. Douglas (1971) defines the philosophy of the community school in terms of the educational problems of big-city school systems. He perceives an energetic school-home partnership composed of the community, parents, leaders, and educators as essential to the success of any urban community education program.

The storefront school's value as a change agent receives attention in an article by Nelsen (1971). He argues that leaders of such a school must attend to the key issues of ongoing funding, relationships with the public school system, cooperative arrangements with other alternative models, accountability, and power control. Within the context of these issues, Nelsen describes the decentralized nature of the storefront school and shows how such a school can help disadvantaged youths gain a better understanding of their own abilities both on an educational and a social level.

The Movement

A speech by Mattheis (1972) traces the development of the community school movement in the United States. He presents examples of successful programs in various areas and stresses the role of the local community and school district in the development of community schools. In addition, he describes what the Department of Health, Education, and Welfare and the Office of Education are doing in relation to community education and outlines several governmental programs from which funds for community schools may be available. Observing that community education has much in common with career education, Mattheis concludes by recommending lay councils be established to better coordinate the two concepts. Such councils should consist of members from business, labor, government, civic, and minority interests. They can be of assistance by making projections of local and regional job markets, reshaping curriculums to reflect the changing labor scene, stimulating industry and labor to work more closely with the schools, and generating support for additional funds.

In analyzing the potential role of the school as a site for integrating social services, Baille and others (1972) summarize the community education movement. They point out that community education has been initiated primarily by private sources and that local communities have had to rely on their own initiative to develop financial and nonfinancial support for their programs. Because the movement is young, there is little factual data or research available on the impact of community education programs. There is, however, clear evidence that such programs are becoming increasingly popular and are receiving positive response from taxpayers and all levels of government.

Procedures and Personnel

Strategies for establishing community education are outlined by Carrillo and Heaton (1972). They emphasize that the people who are to live with community education programs should also be involved in developing them. Identifying and following a developmental process is critical to the establishment of community education "as a way of life and not just as an experimental program." To this end, the authors present and discuss fourteen steps:

1. Request information and/or assistance from an existing center for community education development
2. Schedule a meeting involving a cross-section of interested school district personnel, community representatives, and community agency representatives to consider the application of community education to community life.
3. Schedule a meeting with the appropriate school district central administration personnel and school principals.
4. Schedule an exploratory meeting with the appropriate school district board of trustees.
5. The development steering committee members may wish to send a representative group to visit an existing community school.
6. Schedule meetings with the entire staffs of school buildings where principals indicated an eagerness to provide leadership in the establishment of pilot community schools.
7. Schedule meetings with community residents and community agency personnel in school communities which may be potential sites of pilot schools.
8. Following these steps in the developmental process, the board of education and/or supportive agencies formally adopt the concept of community education and decide to establish a pilot community school.
9. Select a community education coordinator for the pilot school.
10. Release the appointed community education coordinator for appropriate community school education training, if he has none.
11. Implement the initial phases of the community school program.
12. Establish a community advisory council.

13. Initiate a detailed study of the wants and needs of the community.
14. Establish a plan of pre-evaluation, continual evaluation, and post-evaluation.

Olsen (1972) maintains that the real community school is organized around basic life concerns and problems of living. It cannot, therefore, be contained within four walls but must reach out into all aspects of community life. Community schools should experiment with "genuinely life-concern-centered" curriculums that might effectively respond to and help focus the need of today's society for a true sense of "common-unity." Curriculums might explore basic life-activity areas such as securing food and shelter, protecting life and health, exchanging ideas, sharing in citizenship, enriching family living, and asserting personal identity. By emphasizing learning about present problems and future possibilities, this approach might better integrate education and living.

Ellis and Sperling (1973) perceive the most important task of the community school director to be organizing the various constituencies of his community. The authors observe that the alienation and cynicism prevalent in contemporary life reflect a sense of community powerlessness that might be combatted by an effective community education program. If such programs are to succeed, their directors must be skilled in leading people to organize themselves.

The selection and hiring of the community school coordinator is discussed by Nance (1972). To be consistent with the principle of community involvement, selection of the coordinator should be by a steering committee of citizens. The person chosen should be able to communicate with the variety of people involved in the program. Nance discusses aspects of the coordinator's role in terms of teaching, counseling, organization, administration, supervision, leadership, and human relations. He also discusses how the coordinator must relate to the program's organization and how he must be trained.

A brief article by Shafer (1972) describes the successful use of paraprofessional aides to assist a community school director in relating to the community. The aides developed a booklet explaining the program and its activities, organized block representatives, established an emergency-mother's project, greatly increased the numbers of adults attending education programs, coordinated home tutorial programs, initiated a preschool program, and established afterschool enrichment programs.

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COMMUNITY EDUCATION AND COMMUNITY SCHOOLS

by

JAMES C. COX

Community Education is a concept that is receiving increased attention and emphasis from educators and community members throughout the United States. In a time when people are searching for ways and means to more effectively meet changing individual and community needs, the Community Education concept offers a common sense approach to meeting changing needs.

WHAT IS COMMUNITY EDUCATION?

Community Education is a process which makes maximum use of community involvement in identifying community needs, wants, and resources. It attempts to match needs and wants to community resources so that community problems can be solved.

The Community Education concept is experiencing rapid growth and acceptance and there is growing consensus among educators, politicians, recreators, and community people regarding common expectations if Community Education is implemented. The most common expectations are:

* Life-long learning
* Involvement of people in decision making
* An increase in the number of programs and activities for children, youth, and adults
* Increased use of schools and community facilities
* Better use of human, physical and financial resources
* Cooperation in the delivery of human services
* Community improvement

COMMUNITY SCHOOLS

For a process to develop, there must be a stimulator, initiator, organizer, and facilitator. In that the school is generally recognized as the most influential educational agency in a community, the school can serve as that agency which stimulates, initiates, organizes, and facilitates the development of the Community Education process. When a school becomes a "Community School", it operationalizes the three major components of Community Education which are: EDUCATION-HUMAN SERVICES-COMMUNITY.

EDUCATION COMPONENT

The school and related community agencies attempt to provide life-long learning opportunities that are meaningful and relevant to children, youth, and adults in the school, the home, and the community.

A brief retracing of the past may help to provide an understanding of changes in educational responsibility that are important to people in and out of education, community members, and parents, all of which are involved in the educational process.

When our country was first established, there were no schools or formal educational training. Education and training were the responsibility of the older members of the family, who in the main passed on to younger family members the necessary information and skills to survive and have a productive life. The children learned by listening, watching, and doing.

As the community and society began to grow and change, so did the information and skills needed to survive and be productive. The elder members of the family could no longer provide all of the necessary information and sought help from the community at large. Community members and community agencies began to contribute to the education process in a sort of "shared responsibility". Eventually, the educational needs grew to the point that schools were established to provide basic educational experiences that could not be provided in the home or the community. This "shared responsibility" between the home, the school, and the community was rather short lived, because parents, community members and agencies began to give up more and more of their share of the educational responsibilities to the school. This trend continued to the point that parents and community members had little influence on the school. This applies to regular public schools as well as schools for the deaf.

The need for "shared responsibility" of education between these three forces is as great today as it ever was. The world's knowledge doubled from the birth of Christ to 1750, and doubled once again by 1900. Another doubling occurred by 1950, and again in 1960. All that needs to be taught cannot be accomplished in the classroom.

Schools continue to do, in most cases, a good job in providing educational experiences for children and youth that cannot be provided in the home and community; but at a time when "shared responsibility" for education is greatest, the school has insulated and isolated itself from the home and community. Parents are uninformed or misinformed and lack a understanding of what's being taught in the school and what their role in the education process is. Community members and agencies not feeling comfortable or understanding their role become indifferent and say education is the school's job. Consequently, we find the three forces that educate an individual creating a negative rather than a positive educational environment.

We also know that learning is a continuous process. The deaf adult must have access to meaningful and educational opportunities. His learning does not stop at age 16 nor does his desire to

learn more. If he is to function at his full potential socially, culturally, and economically, opportunities for continued learning must be available to him so that he can obtain the degree of education, training, and experience that he needs and desires. The educational needs of adults should be as important and have the same priority as those of school age children. Adult and Continuing Education should not be add-on programs dependent on availability of funds, but a part of the regular on-going educational program. As parents participate in the educative community, they become more informed and involved and thus provide a more educative and supportive atmosphere in the home and community. As Dr. Ernest Melbey, noted educator and author, once said, *"The school system that would educate all the children of all the people must educate all the people of all the children."*

Community members must also feel comfortable in the educative process. The policeman, the fireman, the carpenter, the seamstress, the store owner, the doctor, the lawyer, the banker, the health educator, the realtor, and others all have a part in the educative role if given the opportunity. The community must become a part of the classroom so that learning experiences become richer and more meaningful.

Thus, the Education Component of Community Education has four basic parts:

1. The traditional educational program for school age children based on shared responsibility between the home, the school, and the community.
2. Additional programs for school age children and youth. These experiences are offered to supplement the formal education by enrichment, remedial, recreational, cultural, and avocational experiences before school, after school, weekends, and summers.
3. Programs for adults. These experiences most commonly take the form of basic education, high school completion, recreational, avocational, cultural, and vocational education.
4. The fourth part, while not a program, is a necessary ingredient and that is the use of facilities. The school facility along with other community facilities has a far greater potential of usage than is currently practiced. Before new facilities are built to house recreation programs, parks, social services, health care cliics, etc., attention should be given to existing facilities and their maximum use.

HUMAN SERVICES COMPONENT

The school and other community agencies and groups attempt to make maximum use of all available resources in a community in a collaborative effort to provide meaningful and accessible services to all members of the community.

Glenn Lloyd of the Deafness Research and Training Center says that the reason community agencies and programs are not responsive to deaf people is that they:

1. May not be aware of the need,
2. May not understand the nature of deafness, or
3. If they are aware of the need and understand deafness, they do not know how to apply their services to deaf people.

Deaf people have the same wants and needs, and these needs are no less important, urgent, or critical than others. Traditionally, however, deaf people's needs have not been met. While all services are theoretically available to the deaf, they are severely limited in scope and frequently in depth.

The problem is not one of a shortage of services, but one of meaningful access to those services. The school with its uniqueness, knowledge and expertise of deafness and its contact with deaf people can identify needs, provide awareness, and work in collaboration with other agencies so as to facilitate the matching of needs to community resources to the end that deaf peoples wants and needs can be met in a meaningful way within the existing human services delivery system.

COMMUNITY COMPONENT

The school attempts to establish means whereby people can become better informed about the school and community. By being better informed, they can become better involved in determining their needs and desires while sharing in decision making, planning, implementation, and fellowship while meeting their needs and wants.

One often sees and hears of people "planning for" people rather than "planning with" people. Often times this "planning for" syndrome produces programs that are not relevant to the people's needs. The strength of Community Education lies within involvement of people. People are involved in identifying their needs. People are involved in direct decision making and planning through Community Councils, Task Forces, Committees, etc. Through involvement in community affairs and programs as participants, decision makers, and/or observers they share experiences and fellowship with their fellow man or woman.

Most schools and communities are practicing some form of Community Education in each of the three components. Some more than others. In most situations, these activities are not coordinated or incorporated into a master plan for meeting the wants and needs of people. What is needed is a person who provides full-time leadership in facilitating the full development of all components of the Community Education process.

BRIDGE BETWEEN THE SCHOOL AND THE COMMUNITY

As the Community School becomes involved in the Community Education process and takes down its barriers of isolation and insulation from the community, bridges are built between the school and the community and it is not uncommon to find the following:

More "community" education. The community must be brought to the classroom and the school must be taken to the community. More community resources are available for use in the classroom from volunteer aides to the president of the local bank. Stores, factories, shops, offices, and community agencies serve as learning laboratories which in turn helps to relate education more closely to the "real world" of work and citizenship. This also helps employees identify competent young employees.

More opportunities for education beyond the "terminal years of education". Education becomes life-long. As deaf people become more involved in identifying their needs and desires, the opportunities for relevant life-long learning and enrichment become more accessible. Programs, facilities, and materials are designed to meet their educational needs and wants at any level and in any area. As deaf citizens participate and feel better about themselves through participation in Adult and Continuing Education experiences and community affairs, their lives are enriched. As a result of this personal enrichment, the community is also enriched.

More accessible and meaningful service. As agencies providing services become more aware of and understand the needs of deaf people an increasing number of services are made more meaningful and accessible to deaf people. The school serves as that agency which the community can contact for assistance and information in working with deaf people, and as deaf people identify more with the school as a central place where they can get information and services, the school becomes a human development and referral center. The cooperative efforts of private industry, public agencies, civic and professional organizations, and schools provide a means whereby all citizens can more effectively receive services and benefit their well-being.

More community involvement in "purposeful" decision making. As individuals are given the opportunity to be involved in identifying their needs and desires and participate in plans for implementing a decision, there is increased awareness and commitment which generates stronger support for the school, and community agencies, and programs which bring about a better community.

TYPICAL PROGRAMS

Typical programs and activities generated as a result of implementing the Community Education concept are:

- Adult Basic Education Classes
- Communication classes for parents of deaf children
- Awareness programs such as:
  - "You Don't Look Deaf" and "An Evening of Deafness"
- Sign Language program for Portugese and Spanish speaking parents of deaf children
- Sign Language for Businessmen
- Americanization program for deaf immigrants
- History at the Museum
- Accounting at the Bank
- Pre-School for Three's
- Parent-Infant Programs
- Diagnostic Hearing testing and evaluation
- How to Buy a New Home
- Auto Repair and Maintenance
- Lure Making
- Law for the Layman
- Child Care Instruction
- Wallpaper Hanging
- Mind Control Through Relaxation
- Community Advisory Councils
- Community Clean Ups
- Securing Traffic Lights at Dangerous Crossings
- School Nurses
- Bus Service
- Program Planning
- Health and Dental Care
- Referral Services

This list is only suggestive as each community will vary dependent upon need and extent of implementation of the process.

BENEFITS

As a result of implementing the Community Education concept, the following descriptive benefits have been documented:

- School facility use increases 20 to 50 percent.
- Use of school facilities and resources for informal education, recreation, and cultural activities increases when schools operate as "community schools".
- Increased use of volunteers in school activities.
- Increase in the number and variety of school-based and community-based activities for all citizens of all ages.
- Increased enrollment in general adult, vocational, and continuing education programs.

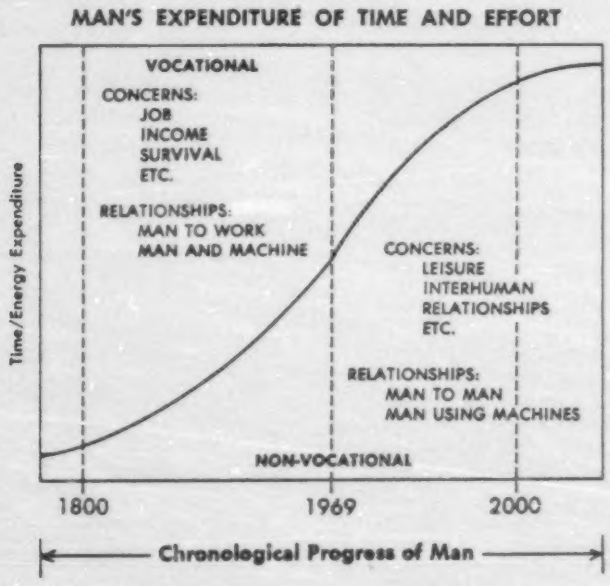
Trends and Issues in Leisure Education for the Handicapped Through Community Education

By Steve A. Brannan

Introduction

In contrast to mankind's past history, modern society has more time, energy and resources to pursue goals that are non-vocational in nature. Whereas major concerns have traditionally been related to job, income and survival, man's future now appears more related to expending time and energy towards solving problems dealing with structuring leisure and improving interhuman relationships (Stivers, 1969). As depicted in Figure 1, one implication of this trend is that our educational system must re-orient itself to include non-vocational goals as paramount in importance for preparing individuals for meaningful participation in society.

Figure 1



In other words, the structuring of leisure towards maximum human satisfaction must become a major goal of the school's curriculum for all students. To facilitate communi-

cation, Nesbitt, Neal, and Hillman (1974) define leisure as ". . . that portion of an individual's time which is not devoted to work or work-connected responsibilities or to other forms of maintenance activity and which, therefore, may be regarded as discretionary or unobligated time." Closely related is the term recreation defined by the same authors (1974) as consisting ". . . of activities or experiences carried on within leisure, chosen voluntarily by the participant, either because of the satisfaction or pleasure he gains from them or because he perceives certain personal or social value to be derived from them. Like leisure, recreation does not have work connotations." It needs to be stressed that the education profession, like the recreation profession, has long recognized the importance of leisure as evidenced by its early inclusion as one of the major objectives adopted by the National Education Association. Unfortunately, education has never seemed to go far beyond recognition of the need. But the new thrust of Community Education within education circles has provided great hope and encouragement (Leisure Today April 1974).

As reported by Nesbitt et al. (1974), "It seems significant that for a number of years educational authorities unanimously accepted these principles, but the schools failed to focus attention toward developing better educated judgments about leisure among children and youth. It would appear that leisure, like weather, is ubiquitous and uncontrollable. And, like weather, everybody talks about it, but nobody does anything about it." While educational leaders have been giving largely "lip service" to leisure preparation, professional recreators have been activists in providing recreation and leisure services to meet lifespan needs of all people in our society. As part of their philosophy promoting the human and civil rights of all people, recreators have also been leaders in serving the handicapped.

An Emerging Advocacy for Special Leisure Education

Fortunately for all concerned, another advocate group is now emerging on the horizon promoting the worthy use of leisure as a relevant educational goal for handicapped youngsters. Perhaps more sensitive of the critical need to prepare handicapped students with lifetime learning skills, special education teachers, more than their counterparts in regular education, are now integrating leisure education into the school curriculum. Special leisure education has been defined by Nesbitt et al. (1974) as providing students ". . . with special competencies necessary to overcome, adapt, modify, or in other ways achieve the goal of normal recreational, leisure, and cultural pursuits and participation. . . ." Special educators are now beginning to recognize that recreation and leisure should be part of a "total" curriculum, that recreation outcomes complement education outcomes, and that a relevant education must consider the lifespan needs of students. In an effort to provide a clear rationale for integrating recreation and leisure into the special education curriculum and to stress the COMMON UNITY of both fields, the author has identified the following as supportive of this position:

1. Education and recreation have similar goals, namely, those of improving the individual's mental, physical, social and emotional development.
2. Both professions seem to be dynamic "change agents" as evidenced by their professional growth and efforts at the local, state and national levels to provide increased service to the handicapped.
3. In addition to recognizing the values inherent in active participation, both professions also view their efforts as means to an important end: preparing individuals to assume the lifetime responsibility of increasingly directing their own education and recreation.
4. A "whole" curriculum is needed for the "whole" child. Leisure plays a large part in meeting the life adjustment and/or lifespan needs of each individual.
5. The importance of preparing individuals to acquire recreation knowledge and skills takes

on special significance when considering the increased leisure time being devoted citizens, plus the significant amount of lifetime devoted to leisure versus academic and vocational activities.

6. Leisure preparation is directly related to Arts Education. Increased emphasis on leisure has positive effects on art, music, dance and drama. These fields, too often considered "extra curricular" should receive greater emphasis in school programs. Especially for the handicapped, the arts have distinct therapeutic and education values. It is timely that increased concern for leisure education coincides with a current national movement to expand instructional programs in Arts Education for all handicapped students (Geddes and Stein, 1975; State Team Report, 1974).
7. Coordination of efforts between education and recreation seems especially significant when dealing with handicapped youngsters, since more comprehensive service is needed to assist the person deficient in one or more areas of human development.
8. Many handicapped persons can be expected to have disproportionately larger amounts of leisure because of more limited employment. This is especially true with the more severely handicapped population. Instead of less emphasis, schools need to place increased emphasis on recreation " . . . to transform the experience of enforced leisure from 'killing time' into one where the individual may achieve his or her maixmum potential" (Nesbitt et al., 1974).
9. The more severely impaired individual requires very specific in struction with extensive opportunities over time to develop competencies in any area of learning. Leisure education can provide such opportunities and help bridge the gap between school and community for children who need more preparatory experiences.
10. Special educators are in a unique position to be advocates for special leisure education:
    a. Intervention during the early years is generally regarded as the most critical time to affect learning. A leisure thrust during this period seems logical if basic development of desired attitudes, knowledge and skills is to be achieved.
    b. During school years, the classroom teacher has the distinct advantage of more intensively affecting child development than any other professional.

Leadership Support and Coordination

Although encouraging, the movement to integrate recreation and leisure concepts within the special education curriculum is currently beset with several major problems: 1) Recreation is generally viewed by educators as a low curricular priority. 2) There is a lack of support by personnel in leadership positions, and 3) There exists a lack of cooperative planning and coordination by special education and recreation. In reference to the first problem, if special education is to be a stronger advocate for leisure, values regarding what is important to teach will have to be modified. The "right to recreate" needs to be viewed as important as the "right to read." This is an extreme comparison, but it appears that less time and energy will have to be spent on some established subject areas if leisure education is to receive proper emphasis within the school's total curriculum. It is also apparent that educators need to be "educated" regarding the potential value of recreation as a medium for accomplishing many "subject matter" objectives. Greater utilization of the outdoors for accomplishing both educational and recreational objectives is one example. More emphasis might be given in athletic programs promoting sports activities which provide greater lifetime participation and value to the individual. It is also suggested that some traditional school subjects (i.e. mathematics because of computer technology) might be modified in terms of years taught and in terms of particular content offered to fewer students. Teaching methods that allow for integration of subject matter instead of compartmentalizing subject matter would also free more time to consider leisure as an important educational goal.

The second problem speaks to leadership. There appears to be mainly grass root involvement by special educators in promoting leisure education. Participation in this movement comes primarily from teachers with minimal support by regular education or

special education principals, supervisors, directors and other administrative persons in leadership positions. There *is* leadership support for special leisure education, but it has come mainly from leaders in recreation and physical education. Again, Nesbitt, Neal, and Hillman (1974) are mentioned because of their most up-to-date and comprehensive discussion on recreation for exceptional children and youth. These authors present a meaningful rationale for special leisure education, plus practical guidelines for implementing and evaluating such services in school, community and institutional settings. Current efforts are also being made by the Information and Research Utilization Center in Physical Education and Recreation for the Handicapped (IRUC) to disseminate information and materials on physical education and recreation to special educators on a national basis (Geddes and Stein, 1974 a&b, 1975). The National Institute on Program Development and Training in Recreation for Deaf-Blind Children, Youths and Adults is busily engaged in encouraging training efforts and disseminating information relevant to professionals in both special education and recreation (Nesbitt and Howard, 1975). It is obvious that special education leadership is wanting and that increased attention should be given by the profession to promote administrative participation at national, state and local levels. Here again the rapid growth of education-centered community education leaders and the proposed community education specialists cited throughout this monograph is significant here.

A closely related problem is the lack of communication between special educators and recreationists. Specialists in both fields tend to operate separate of each other in planning, implementing and evaluating recreation experiences for the handicapped. What recreation specialists do with handicapped children during the school year and summer months in most instances has little relationship, if any, with leisure education efforts being made by the special teacher. The converse is also true. Such lack of coordination is not unique to only these two groups. A critical gap in interdisciplinary cooperation exists among various professionals whose programs affect the handicapped and their recreation and leisure. Special education teachers, outdoor education specialists, physical education specialists, and therapeutic recreation specialists are all involved in programs of *service* that have multiple implications for leisure preparation, but little "teaming" is noted between these professionals. This is also true in *training*.

Fortunately for the handicapped, *some* seeds of cooperative planning and coordination are being planted. One current example of communication is the Special Olympics where classroom teachers and recreation specialists many times team together in preparing students for this activity at local and state levels. Special education teachers are also becoming more aware of and interested in the out-of-school activities of their students as they strive to provide them with a "total" education. Recognition of the importance of recreation and parent effects on child development is positively forcing increased communication and cooperation between the school, home and community. Cooperation is also seen in recreation sponsored activities in the community that provide college and university students in education a practicum experience with handicapped youngsters. Such involvement is related to changed thinking at college/university levels where special educators are including recreation experiences as an integral part of their teacher training programs (Brannan, 1973; 1974a). Leadership advocacy for special leisure education must be provided by special educators and recreators at both service and training levels. In concert with the goals of this conference, effective programming in recreation for the handicapped demands cooperative planning and coordination by all concerned agencies in the community.

Curriculum Development

Over the last two decades, curriculum developers in school programs for the handi-

capped have been sensitive to the need of a "total" curriculum for a "total" child. In contrast to regular education, special educators long ago implemented "life adjustment" curriculums that provided for preparation in such areas as personal and social skills, self-help skills, prevocational skills and other areas deemed necessary to assist students in adjusting to the realistic demands of their society. Although life adjustment curriculums have been popular in special education, the cognitive area of learning (dealing with the basic skills or academics) has always received top curricular priority. The affective area of learning (dealing more with feelings, interests, attitudes, personal awareness, expression) has usually received secondary consideration. Recreation and leisure have been viewed similarly and, until recently, only cursory attention has been given to leisure education in special education curriculum materials. Although concern with basic skill development is a powerful movement today in school programs for the handicapped, the humanization and normalization movements are also operating and have re-focused attention on the need for considering the "whole" individual. As a result, the worth of the individual is being stressed and his/her right to a more normal and personalized education. Concern for all individuals having the right to "full" preparation for and participation in society is being advocated by special educators in their work with even the more severely disabled. Related to this movement, but on a more limited scale, the right to recreation and leisure is *now* being advocated and curriculum products incorporating leisure concepts are beginning to emerge in special education. A case in point is an Oregon state curriculum guide recently developed for use with mildly retarded students (Oregon State Dept. of Education, 1974). A part of the guide relating to leisure activities, public recreation facilities follows for illustrative purposes. Community educators could also take special note of these approaches.

In addition to the typical areas of instruction found in most such guides (i.e., reading, math), the *Toward Competency* (1974) publication includes the area of Leisure Time as an "equal partner" in providing a total education to the special education student. Figure 2 presents the recreation section cover page of this publication.

FIGURE 2: Recreation section cover page of Teacher Edition. From: Oregon State Department of Education, *Toward Competency—A Guide for Individualized Instruction*. Salem, Oregon, March 1974, pp. 275-276.

AREA 6.0.0
LEISURE TIME ACTIVITIES

Definition

Area 6, Leisure Time Activities, refers primarily to helping students become more competent in planning, selecting, enjoying, and participating in recreation activities during their own free time. In this section, attention is given to a variety of school and away-from-school activities. An attempt is made to separate the skills and knowledge needed for recreational activities from voluntary participation in the activities.

Rationale for Instruction

With many people having from 30 to 40 hours a week in leisure time, the importance of recreational activities is increasing. In order to make effective use of their free time, students need to become familiar with the activities available to them. It cannot be assumed that students with learning problems will independently pursue a variety of leisure time activities. Therefore, it is important that teachers plan specific instructional time for teaching leisure time activities.

Measurement Model

The teacher's guide includes model criterion measurement statements (CMS). They have been written to clarify the intent of sub-goals and to assist teachers in developing specific criteria for evaluating individual student performance. Teachers are expected to adapt a model CMS and extend it to more specific teaching situations. To illustrate, one sub-goal and CMS have been selected from Area 6 and are presented below. Also presented are two examples extending the model CMS written by teachers for a specific student or class. The extended examples have been written to reflect different curriculum levels.

Illustration for Format

6.0.0 LEISURE TIME ACTIVITIES

Public Facilities

6.13.0 *Voluntarily utilizes public facilities/programs.*

6.13.3 Voluntarily visits museum.

CMS: Given the opportunity. the means and knowledge of a route to a museum (i.e., art, history, science, . . .), the student voluntarily goes to the museum.

Extended measurement statements:

Elementary Level: After having taken a field trip to a historic museum, the student voluntarily takes home the information about the location, cost, and hours and persuades someone to take him to the museum.

Secondary Level: After studying various museums, the student voluntarily visits one or more of the museums studied.

In addition to basic concepts included in the above mentioned guide (i.e. individualized curriculum, behavioral objectives, measurement criteria), the following should be of particular interest to educators and recreators working with the handicapped:

1. Included in a *school* curriculum is a section on Leisure Time Activities designed for use by special education teachers working with handicapped youngsters in a classroom setting. A wide range of recreation outcomes typically not included in education curriculums are incorporated into their instructional guide.
2. In terms of leadership for special leisure education, the State Department of Education has adopted *Toward Competency* as a state guide and is distributing it to all EMR teachers in Oregon for employment in their programs at both elementary and secondary levels. Aware that leisure education is a new curriculum priority and an area foreign to many teachers, strong administrative leadership and in-service training is being provided to encourage a change of attitude on the part of special educators.
3. In contrast to other curriculum areas of the guide, the section on leisure deals with both acquisition of desired skills and concepts and with their transfer into real-life settings out-of-school. In other words, an attempt is made to observe student growth in acquiring the skills and knowledge needed for recreation activities and to note the extent to which such competencies facilitate voluntary participation by the youngster in similar activities during his/her free time. Figure 3 illustrates the dual nature of curriculum content in the Leisure Time section of *Toward Competency*.

FIGURE 3: Selections illustrating the dual nature of curriculum content in Student Editions. From Oregon State Department of Education, *Toward Competency—A Guide for Individualized Instruction*. Salem, Oregon, March 1974, pp. 152-154.

Public Recreational Facilities

6.12.0 *Possesses skills and knowledge necessary for using public recreational facilities.*

6.12.1 Demonstrates knowledge of nearest park.

6.12.2 Demonstrates knowledge of nearest zoo.
6.12.3 Demonstrates knowledge of nearest museum.
6.12.4 Demonstrates knowledge of nearest theater.
6.12.5 Demonstrates knowledge of the fair.
6.12.6 Demonstrates knowledge of vehicle race tracks.
6.12.7 Demonstrates knowledge of local spectator attractions.
6.12.8 Demonstrates knowledge of local recreational facilities.
6.12.9 Demonstrates knowledge of the public library.
6.12.10 Demonstrates knowledge of school spectator athletic events.
6.12.11 Demonstrates knowledge of out-of-school spectator athletic events.
6.12.12 Names places/organizations which provide instruction in recreation activities.
6.12.13
6.12.14

6.13.0 *Voluntarily utilizes public recreational facilities or programs.*
6.13.1 Voluntarily goes to a park.
6.13.2 Voluntarily goes to the zoo.
6.13.3 Voluntarily visits museum.
6.13.4 Voluntarily attends dramatic presentation.
6.13.5 Voluntarily attends school social events.
6.13.6 Voluntarily attends local attractions.
6.13.7 Voluntarily attends vehicle races.
6.13.8 Voluntarily participates as a spectator in school athletic events/community events.
6.13.9 Voluntarily uses local recreational facilities.
6.13.10 Voluntarily uses public library.

For purposes of this conference, the latter point is particularly significant. Both educators and recreators should be more concerned about the application value of their program for the handicapped, about the amount of carry-over their planned activities have for future events, and in short, the degree to which the handicapped child is more motivated and skilled as a result of our efforts to help him/her meet current and future leisure needs in a more independent and self-directed manner. When dealing with curriculum development in leisure education, it is recommended that more attention be given to determining the degree to which handicapped students more willfully direct their recreation activities in the home and community. It is certain that attention to voluntary participation in recreation as an educational task, will necessitate closer communication between educators, parents, recreators, physical educators and other interested persons able to observe student participation and progress in community recreation activities.

Competency Based Intervention Model

In terms of inherent value, Nesbitt (1970) states that ". . . socio-recreative-leisure activities for the handicapped are in fact physically, socially, emotionally, and intellectually therapeutic." Neal (1970) and Berryman (1970) stress that therapeutic recreation also should be viewed as planned intervention to bring about a desired change in the behavior of the handicapped individual. Whereas the latter statement reflects a relatively recent trend in therapeutic recreation, special education has been moving quite aggressively for some time relative to planned interventions with handicapped youngsters.

In special education today, there is wide acceptance and use of individual assessment, prescriptive programming and measurement of student performance as bases for effective instruction. Goals and objectives for the handicapped are consistently stated in terms of desired student behaviors that are observable and measurable. From the author's experience, statements typically employed by many recreators to describe outcomes of recreation activities for the handicapped have been too global in nature. There has been a tendency by the recreationist to speak in generalities (i.e. personal fulfillment, emotionally therapeutic, self satisfying, socially worthwhile) when subscribing

to the values of recreation and leisure activities. Not that these aren't relevant goals, but in terms of more clearly communicating the direction for intervention or instruction, it is proposed that increased attention be given to employing a competency based model of intervention. Especially with the severely handicapped, there appears to be an even greater need to employ such an instructional design.

Through extensive experience in working with the severely handicapped, special educators are now concluding that such learners have behavioral repertoires uniquely different from their age peers. According to Brown and York (1974), ". . . most severely handicapped students manifest severe speech and language deficits, severe behavioral management problems, severe imitation deficits, severe academic skill acquisition deficits." Unlike even their mildly handicapped peers, many severely handicapped children have extensive vision, hearing and motor deficits, are not toilet trained, don't self-feed, self-dress, and don't attend or respond to social stimuli. In addition, many such children self-mutilate and self-stimulate. The point is that procedures typically used by teachers, parents and recreators in affecting change with normal and mildly handicapped children are of lesser value with severely handicapped students. "In our view, there is a direct relationship between the level of the student disability and the competencies of the teachers, i.e., the more pronounced the level of disability, the more specific and precise are the competencies required of the teachers . . ." (Sontag, Burke, and York, 1973). The implication for this conference is that, because of the current trend to provide equal access to public services for *all* children, recreationists will be serving increasing numbers of severely handicapped persons and should prepare themselves by "tuning in" on methods found successful in dealing with this special population.

Communication and coordination with special education seems more important than ever today. In support of intervention programs that define goals and objectives in terms of specific behavioral changes on the part of the recipient, it is recommended that professionals in recreation explore instructional models currently being employed with handicapped children in special education. Proponents for such an approach have also recently surfaced in the physical education and recreation fields (Geddes and Stein, 1974a; 1974b; Compton, 1975). As a point of reference, three curriculum programs are recommended that are currently being employed with the handicapped by special educators in Oregon (Mental Health Division, 1973; Oregon State Department of Education, 1974; Teaching Research Division, 1973).

A perusal of such curriculums plus others common to special education reveals the following basic concepts most often employed in a competency based intervention model:

FIGURE 4: Selections illustrating measurement criteria for each objective in the Teacher Edition. From Oregon State Department of Education, *Toward Competency—A Guide for Individualized Instruction*. Salem, Oregon, March, 1974, pp. 299-303.

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1. The teaching of the handicapped student is most appropriately accomplished through a systematic approach to individualized instruction.
2. Content (or what to teach) is determined by precisely delineating behavioral objectives. In other words, content is presented as individual statements of desired student outcomes stated in behavioral or performance terms.
3. Emphasis is on student acquisition of specific concepts, knowledge and skills that are measurable. Focusing on student performance facilitates measurement of individual progress and provides data for prescribing ongoing instruction.
4. Student progress (achievement of objectives) is a direct indicator of instructional effectiveness. Instructional competency is thus determined through changes in desired learner behavior.
5. Teacher curriculums are organized as instructional guides that give direction and serve as

cumulative records for tracking student progress through the grades. As noted in Figure 3, Toward Competency allows for directly recording student progress.

6. Performance indicators or measurement criteria are usually specified for measuring each objective or task. Unique to Toward Competency, is a Teacher Guide (see Figure 4) which provides a criterion measurement statement (CMS) to assist the teacher in both measuring student achievement and determining student participation relative to each objective.

Public Recreational Facilities

6.12.0 *Possesses skills and knowledge necessary for using public recreational facilities.*

6.12.1 Demonstrates knowledge of nearest park.
CMS: Given an opportunity to learn about the park nearest to his home, the student verbally or non-verbally communicates its location and characteristics (i.e., city, county, state, national, . . .).

6.12.2 Demonstrates knowledge of nearest zoo.
CMS: Given an opportunity to learn aobut the nearest zoo, the student communicates verbally or non-verbally, its location and characteristics.

6.12.3 Demonstrates knowledge of nearest museum.
CMS: Given an opportunity to learn about museums (i.e., art, history, science, . . .), the student communicates verbally or non-verbally, the location and characteristics of at least one type of museum.

6.12.4 Demonstrates knowledge of nearest theater.
CMS: Given an opportunity to learn about theaters, the student communicates verball or non-verbally, the location and characteristics of the theater nearest to his home.

6.12.5 Demonstrates knowledge of the fair.
CMS: Given an opportunity to learn about fairs (i.e., school, county, state, . . .), the student communicates verbally or non-verbally the particular characteristics and location of two kinds of fairs.

6.12.6 Demonstrates knowledge of vehicle race tracks.
CMS: Given an opportunity to learn about a local vehicle race track (i.e., automobile, motorcycle, . . .), the student communicates verbally or non-verbally, the locations and characteristics of vehicle race tracks.

6.12.7 Demonstrates knowledge of local spectator attractions.
CMS: Given an opportunity to learn about local spectator attractions (i.e., festival, circus, . . .), the student describes three types of spectator attractions at the time of their appearance in his local community and enumerates three major characteristics of each.

6.12.8 Demonstrates knowledge of local recreational facilities.
CMS: Given an opportunity to learn about local recreational facilities (i.e., YMCA, YWCA, Park Bureau, bowling alley, . . .), the student describes verbally or non-verbally the major recreational opportunities available at each.

6.12.9 Demonstrates knowledge of the public library.
CMS: Given an opportunity to learn about the public library, the student communicates verbally or non-verbally the major services available at the library.

6.12.10 Demonstrates knowledge of school spectator athletic events.
CMS: Given an opportunity to learn about school spectator athletic events, the student communicates verbally or non-verbally, his awareness of the events as they occur.

6.12.11 Demonstrates knowledge of out-of-school spectator athletic events.
CMS: Given an opportunity to learn about out-of-school spectator athletic events, the student communicates verbally or non-verbally his awareness of ..... (#) events when they occur.

6.12.12 Names places/organizations which provide instruction in recreational activities.
CMS: Given an opportunity to learn about places/organizations which provide instruction in recreational activities (i.e., Park Bureau, YMCA, YWCA, Boys Club, . . .), the student names them verbally or non-verbally.

6.13.0 *Voluntarily utilizes public recreational facilities or programs.*

6.13.1 Voluntarily goes to a park.
CMS: Given the opportunity, knowledge of the route to a park, and a mode of travel, the student voluntarily goes to the park on at least two occasions.

6.13.2 Voluntarily goes to the zoo.
CMS: Given the opportunity, the means, and knowledge of a route to the zoo, the student voluntarily goes to the zoo on at least two occasions.

6.13.3 Voluntarily visits museum.
CMS: Given the opportunity, the means, and knowledge of a route to a museum (i.e., art, history, science, . . .), the student voluntarily goes to the museum.

6.13.4 Voluntarily attends dramatic presentation.
CMS: Given the opportunity, the means, and knowledge of an event (i.e., school drama, little theater, . . .), the student voluntarily attends at least one dramatic presentation.
6.13.5 Voluntarily attends school social events.
CMS: Given the opportunity, the means, and knowledge of a social event at school (i.e., carnival, art fair, . . .), the student voluntarily attends at least two events during the school year.
6.13.6 Voluntarily attends local attractions.
CMS: Given the opportunity, the means, and awareness of local attractions (i.e., circus, concert, festival, . . .), the student voluntarily attends two or more events.
6.13.7 Voluntarily attends vehicle races.
CMS: Given the opportunity, the means, and awareness of vehicle race events, the student voluntarily attends two or more vehicle races.
6.13.8 Voluntarily participates as a spectator in-school athletic events/community events.
CMS: Given the opportunity, the means, and awareness of in-school athletic/community events, the student voluntarily participates as a spectator at five or more events.
6.13.9 Voluntarily uses local recreational facilities.
CMS: Given the opportunity, the means, and awareness of local recreational (i.e., bowling alley, skating arena, . . .), facilities, the student voluntarily uses local recreation facilities three or more times.
6.13.10 Voluntarily uses public library.
CMS: Given the opportunity and the means, the student uses the public library two or more times.

The employment of a competency based intervention model in dealing with recreation and leisure should improve communication and coordination between recreators and special educators. One benefit is that such professionals would have a common base for sharing and utilizing information on child progress. Utilization of such information would assist professionals in prescribing more individual and developmental interventions for the handicapped. For example, recreation specialists receiving progress data obtained by teachers during the school year would have a helpful baseline to plan and initiate individualized programs for handicapped children in out-of-school and summer programs. Likewise, special educators communicating closely with recreators and receiving reports on child interest and progress in community recreation would benefit by having up-to-date information for improving *their* instructional program in special leisure education during the school year. Prescriptive programming could also serve as stimulus for solving other types of coordination problems during the school year. Continuity in program activities, elimination of unnecessary duplication of efforts, and increased communication between child, parents and professionals would be enhanced by this curricular approach. Stein (1973) stresses that the amount of duplication of effort and activity in recreation between groups at all levels is "horrendous." Considering curriculum materials alone, increased communication between special education and recreation would facilitate sharing and development of materials appropriate for both groups dealing with the handicapped child. Regardless of the curricular approach, it is apparent that a more total community recreation effort is needed.

In concluding this section, it should be stressed that special education methods are not being espoused as a panacea for improving recreation and leisure for the handicapped. Rather, it is recommended that professionals in recreation take a closer look at such methods for purposes of determining their applicability for providing more meaningful service to the disabled. Likewise, it is also recommended that special educators take a closer look at what the recreation field offers relative to their approach in reaching such individuals. Special educators need to keep in mind that all behavior is not pre-determined, that much of what is "measured" in education is far more applicable in terms of present technology to the cognitive domain versus the affective domain, and that especially for the handicapped, the affective area of development is critically important. We all know that handicapped persons need additional support for developing

positive attitudes, feelings and self-concepts. The author feels that the recreation field in many respects is ahead of education in recognizing the affective area as an important area of program intervention. Emphasis on self awareness, self expression, self-direction, success, and fun are well recognized concepts in recreation programming. Recognition that recreation experiences are inherently therapeutic and positively affect inner growth are other important concepts educators would do well to consider more closely. To some extent, it seems that special education and specialized recreation have been operating at separate ends of the continuum in terms of their methods of serving children. A greater recognition of each others contributions and a closer alignment of efforts is in order.

The Outdoor Medium

A child with an impairment that affects his/her learning requires more individualized and direct learning experiences. Special educators have been especially sensitive to the need for involving handicapped children in learning experiences directly related to their environment. A recent example of this effort has been the involvement of handicapped children in the outdoors as an extension of the classroom program. There is now increased recognition by special educators that the outdoors should be part of an ongoing school program, that a relevant education must extend beyond the contrived environment of the classroom, and that outdoor programming is a medium for integrating concepts from special education, therapeutic recreation, physical education and environmental education. Of special interest is that strong agreement now exists among various professionals regarding the importance of the outdoors. Special educators, community education specialists, therapeutic recreation specialists and environmental education specialists, although operating from different points of view, are all involved to some extent in implementing outdoor programs for the handicapped. A review of selected literature in the three fields reveals widespread agreement regarding the *benefits* of involving youngsters, and especially the handicapped, in the outdoors (Blackman, 1974; Brannan, 1969, 1974, 1974b; Nesbitt, 1972; Operation Bacstop, 1974):

1. The outdoors provides extensive opportunities for self-concept development through success experiences.
2. Transfer of learning is facilitated by enabling youngsters to directly apply skills and concepts to "real" life problem situations. Youngsters learn by doing.
3. The outdoors is inherently motivating and therapeutic because of the fun and adventure associated with experiencing the natural environment.
4. Social development is increased through interdependence and interactions with peers and adults. Trust relationships with others are developed.
5. The outdoors provides for character building through self-directed learning, problem solving and decision making.
6. The outdoors can help develop lifetime learning skills (i.e., problem solving, observations skills, inquisitiveness).
7. The outdoors enable youngsters to learn and recreate in a "total" living environment.
8. Youngsters are able to "open up" and express their individual selves through the more informal and relaxed atmosphere provided in the outdoors.
9. Exposure to the outdoors captures children's natural interest in nature and provides the logical setting for developing awareness.

Need for Community Education Process to Be Implemented

Although agreement exists among various professionals regarding the value of outdoor experiences for the handicapped, the most common denominator seems to be tunnel vision. As in other areas of programming, there is a lack of interdisciplinary planning and coordination of activities between professionals involved with outdoor curriculums. Special educators, community educators, T. R. specialists and environmental education

specialists tend to operate separate of each other even though goals are similar and children served are the same in many instances. Here is the major charge, challenge and opportunity of community education specialists to draw us together.

The "Special" Classroom Beyond the Classroom

Special educators have only recently attended to leisure education, and use of the outdoors for accomplishing academic and recreation goals during the school year is limited and usually occurs at the elementary level. Environmental education specialists tend to view outdoor programming as "one shot" experiences, too often ignoring the relationship to the ongoing classroom program and the contribution of an outdoor program employed on a developmental basis at all levels of the school curriculum. Recreation specialists tend to operate weekend and summer programs (outings, day camping, residential camping) with the "therapeutic" benefit the main goal. Little attention is given to incorporating "academic" and "environmental" goals as part of the recreation experience. It is suggested that a closer look be given to determining the "uniqueness" between outdoor education and recreation programs. Aren't such programs operating with overlapping objectives and activities? Although one stresses "learning about" and another stresses "recreating in" the natural environment, both actually involve children in many similar activities. Certainly fun, enjoyment and adventure are outcomes for all programs in the outdoors. According to Sirvis (1972) it might be only a matter of semantics. This seems especially true if an expanded concept of outdoor programming is employed by various programs. An expanded concept of the outdoors recognizes the "wholeness" of learning/experiencing the environment.

Instead of compartmentalizing learning and participation we should take more advantage of the outdoors to "capture" the many experiences that are available (both educational and recreational) and not be restricted by traditional program philosophy. Employing this approach, activities and experiences are viewed in terms of their many values and appropriate planning carried out so that multiple objectives are achieved. For example, academic, social, emotional, physical, and aesthetic outcomes can be achieved through music activities. Especially for the handicapped, more effort needs to be made to integrate learning experiences and less effort expended on segregating learning experiences. If we truly utilize the outdoors, traditional divisions between subject areas and programs will largely disappear. Naturally, maximum utilization of the outdoor medium demands increased cooperation between recreators, special educators, environmental education specialists, physical educators, community educators and other interested groups. Maximum utilization means coordinated planning, implementation and evaluation of outdoor programs. Such interdisciplinary cooperation isn't easy, but can be greatly facilitated when professionals describe their program in terms of specific outcomes for children. As indicated earlier, clear specification of objectives can be a valuable tool for communicating program outcomes to others and initiating team planning. Brannan (1975) and Kline (1973) have employed a behavioral model in developing instructional materials for use with youngsters in the outdoors. These materials, developed by educators, integrate recreation and environmental education concepts in outdoor curriculum. There is much evidence today that increased coordination of service is needed and will produce more effective programs by greatly reducing duplication of efforts, time, money and talents. If we as professionals agree that an important goal for the handicapped is their development of lifetime attitudes and skills, our concern should be more with the many objectives which can occur in the outdoors, whether they be called educational or recreational.

Normalization for the Handicapped

Nesbitt, J. et al. (1974) state that "No more than one-fifth of the nation's ill and

handicapped are receiving any type of professional recreation and leisure service. . . ." It is apparent that a stronger advocacy needs to be provided by educators and recreators serving special populations if recreation and leisure opportunities for the handicapped are to approximate their "normal" peers. As previously mentioned, an encouraging trend is the initiation of leisure education within school programs serving the handicapped. Assistance from special educators to provide students with necessary competencies to direct their leisure time and participate in normal recreational activities is long overdue. Still, such efforts are meager in relation to need and, in the opinion of the author, will remain so until greater advocacy is assumed by regular education and recreation leaders to meet the recreation and leisure needs of the handicapped. Here again, community education specialists who are inside and outside the education sphere can be invaluable in helping to "bring it together." It is encouraging to note that in public education today, regular educators are assuming increased responsibility for delivering instructional service to the handicapped. Such an effort is popularly referred to as *mainstreaming*. According to Maynard (1974), mainstreaming is probably the most conspicuous trend in special education today and reflects a general movement throughout the country to end the isolation and neglect of exceptional individuals. In an oft quoted special education publication, Birch (1974) defines the term as such: "Mainstreaming implies the following operating principle: handicapped pupils usually begin their education in regular grades with special education support, and they are removed to special classes or special schools only when the necessity to do so is shown and only for the period required to prepare the pupils for return to regular classes."

There is no doubt that mainstreaming is currently sweeping the country and, although primarily affecting the mildly handicapped, can be expected to provide similar understanding and educational opportunities for the severely handicapped. Of special significance is that special educators and not regular educators have advocated for this change. There is unanimity among special educators regarding the rights of the handicapped to experience the same life opportunities as their normal peers. In addition, the opportunity to model their "normal" peers is generally viewed as a more effective tool for changing behavior than to provide segregated education where the "atypical" behaviors of their handicapped peers are the primary models. Proponents for mainstreaming also point to the advantages for the normal child. Learning about and accepting differences in human behavior is best accomplished through long term personal experience with individuals who demonstrate various behavior patterns. Fostering positive attitudes about individual differences is more natural in an integrated setting where "handicapped" students are not set apart as "different."

How does mainstreaming affect specialized recreation programs for the handicapped? How does this movement affect recent efforts by special educators to include leisure education as part of the school curriculum for the handicapped? These are difficult questions to answer, but it appears more critical than ever that special educators, recreators and other interested groups communicate closely regarding the implications of this movement. Special educators are now asking questions that need to be addressed by recreators serving special populations. If mainstreaming is being promoted by special educators, shouldn't specialized recreators be promoting similar services to be provided the handicapped by general recreation? Isn't it self-defeating to mainstream in school activities and segregate in community recreation activities? Why continue Special Olympics for the Handicapped? Why not expend similar effort to mainstream handicapped youth in regular sports and athletic programs? What is the need for segregated bowling, dances, crafts, outings and other recreation activities typically sponsored by specialized recreation programs for the handicapped? Why camps for special populations? Shouldn't we be promoting regular camp programs to assume primary responsibility for the dis-

abled? Isn't mainstreaming a total community responsibility? What is the implication for service groups and other agencies that have traditionally supported separate education and recreation programs for the handicapped? What is the implication for community education programs? These and many other questions demand our attention, but raising questions regarding more "normalized" services for the handicapped does not imply that mainstreaming is clearly understood or accepted by all special educators. On the contrary, many questions remain unanswered today regarding the meaning of mainstreaming, how it can be most effectively implemented, and who it most logically should serve. A recent report discusses problems and issues raised at a state sponsored institute on mainstreaming held for Oregon teachers, administrators, and professors representing special and regular education (Oregon State Department of Education, 1974). Many of the questions raised at this institute demonstrated the need for clearer guidelines in mainstreaming handicapped students into regular education. The majority of participants at this institute were in agreement with the basic principle of mainstreaming, but there was a distinct lack of knowledge and agreement regarding the many implications of this movement.

Although specific to special education, many questions raised at this institute seem equally applicable to specialized recreators faced with similar problems. What are the criteria for determining which handicapped individuals are best suited for mainstreaming? Are we talking about supportive services to the mildly handicapped, but specialized services to the severely handicapped? What are our future roles as specialists? What assurance do we have that regular programs will continue to provide the quality of service previously developed by specialized personnel? Will mainstreaming address itself to a "total" curriculum for the handicapped child (i.e., living skills, prevocational training, leisure education)? What type of ground work needs to be laid to prepare regular teachers and administrators who will receive increased numbers of handicapped youngsters? Won't mainstreaming, to be successful, need the understanding and active cooperation of the total building staff, parents, students and community? What research is available to support mainstreaming and provide guidelines for implementation? In reference to the latter question, Nesbitt and Hansen (1972) and Hillman (1970) point to the paucity of research related to integrated models of recreation for the handicapped.

Regardless of the type of delivery systems employed in the future for providing education and recreation services to the handicapped person, it is apparent that special and community educators and therapeutic recreation specialists need to be involved in advocate roles to ensure appropriate service to the handicapped. Berryman (1970) stresses the need for increased interagency planning and cooperation within the community to serve the handicapped. Again, it seems reasonable to predict that specialized educators, community educators and recreators will serve as strong advocates to bring about such changes. Of special significance for this conference, is that the special education profession is feeling an increased responsibility for attending to the recreation and leisure needs of handicapped students. As stated by Nesbitt et al. (1974), "Recreation and leisure are important—doubly important to handicapped children and youth. No professional group in America is in a better position to make this point and to advocate the development of recreation services for handicapped children and youth than are special educators."

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Mainstreaming: Fad or Fact? Implications for Community Educators and Recreation Specialists

By Mel W. Weishahn

It is interesting to observe the parallel movement and changes in service delivery to handicapped individuals in special education, recreation, and community education. While the concept of alternative delivery systems is not new to any of the three disciplines, it is exciting to see the current emphasis on the reexamination of program practices—a reexamination which must be ongoing if we are to provide the desired service for each individual.

The way in which we have reached our concern for alternative delivery systems may be unique to each discipline. In special education, for example, this reexamination was brought about by both internal and external variables or influences. Prior to a discussion of alternative delivery systems, a brief review of the variables which have influenced the trend toward mainstreaming/integration will be considered.

Forces of Mainstreaming

In analyzing the growth which has taken place in providing special programs for handicapped children both in education and community settings during the past fifteen years, it is quite evident that this was a period of accelerated growth. The federal government, through meaningful legislation and relatively adequate funding, providing the major impetus for this growth. Along with the flood of emphasis at the federal level came efforts at the state and local level to develop comprehensive programs. This rapid growth, while it may be viewed positively, may have established some programs for purposes of providing "something" without concern for "the best." Special education programs were riding the crest of a wave of success. Then in the late 1960's and early 1970's, a new set of voices were heard in the background. For the most part, these were voices of professional special educators, and their message seemed to run counter to the prevailing mood of the day. They were saying, "Are these special efforts really doing any good? Is special education really effective, in terms of actual achievement, or is much of it a waste?" Specifically, they were asking if special programs and special classes were the most effective way to serve handicapped students. These questions were asked in such a manner as to shake the foundations of special education.

Legal/Legislative Thrust

At approximately the same time in a series of court actions, specific litigation was being brought to challenge the existence of special education classes and the placement practices being used. This litigation, while it may be seen as an extension of the civil rights movement, began to appear in earnest in the early 1970's. The court action essentially related to two issues. The first type alleged that special education classes (usually

classes for the mentally retarded) lead to stigma, inadequate education, and irreparable injury. These suits were brought primarily on behalf of black or Mexican-American children and were, in part, the result of placement practices which were based on inadequate evaluations or tests which were culturally biased. The second major type of litigation appeared to be going a different direction—that of demanding more special education classes and services for the more severely involved and multihandicapped. These suits were brought primarily on behalf of parents of trainable mentally retarded children who had routinely been excluded from any type of public educational programming. In nearly all instances, the courts have ruled in favor of the rights of handicapped children, that each individual must be afforded the best possible educational program, and that it is the responsibility of the public schools to provide that education.

Other Factors

In addition to the concerns expressed by professional special educators regarding placement practices and the results of litigation, there were several other factors which had an indirect influence on the trend toward mainstreaming/integration of the handicapped.

1. Prevalence/need studies which established that a large number of students were not being adequately served. Findings of federal, regional, and state surveys have indicated that less than 40 percent of all handicapped students were being effectively served by special education. The 60 percent in need of services were in regular classrooms without any special assistance. As a result of these findings, state education agencies began to consider alternatives to special class placement in anticipation that a larger number of students would be served.

2. State and federal legislative declarations which have mandated that, to the maximum extent appropriate, handicapped children are to be educated with children who are not handicapped and that special classes, separate schooling, or other removal of handicapped children from the regular education environment should occur only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. This federal statement is indicative of state legislative mandates concerning placement of the handicapped.

3. Another factor which influenced the trend toward mainstreaming/integration was the increased emphasis on the concepts of equalizing and humanizing education for all students. Individuals recognized that many handicapped students had successfully been served in regular classrooms, that they had earned the right to an equal educational opportunity, and that the non-handicapped students also profited from their association with individuals who were different. The recognition that each individual is a human being with the same rights, needs, and desires has steadily gained respect; the idea that every child has something to give and gain from every other child—academically, emotionally, and socially—is being accepted in today's schools.

Discussion

There is little question that these factors are real and provide justification for much greater emphasis on retention or integration in regular classrooms. There is also little question that many children who are currently placed in special classes could function as well or better in regular classrooms if the teacher is provided meaningful assistance.

As a direct outgrowth of all the variables previously mentioned, a new term, *mainstreaming*, has been used to describe the integration of handicapped students into regular classes.

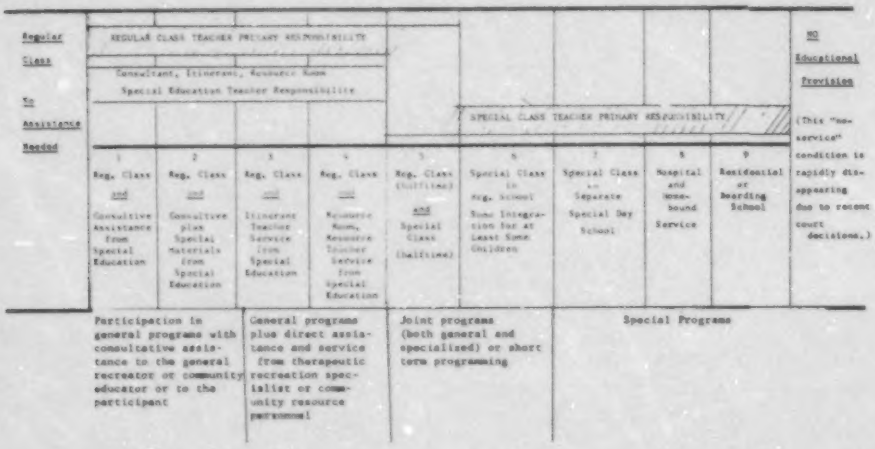
This term has numerous definitional variations. To some it apparently means that all handicapped children should be returned to regular classrooms and that no child should be served in a totally segregated setting. To others it implies that a full range or continuum of services must be offered and that each child should be served at the level most appropriate for his needs at a particular time.

I do not believe that *all* handicapped children should be mainstreamed or integrated into regular classrooms, but I believe a continuum of services must be offered—a continuum which promotes maximum integration in regular classes, coupled with concrete assistance for the regular teacher. If we are to provide a continuum of services ranging from total integration to total special programs, we must carefully analyze our current placement and programming efforts to insure that we are providing the best possible services for all children. There are very direct implications for recreation specialists and community educators in this continuum of services concept. Such a continuum provides whatever services are needed at a particular time during the child's educational program.

In years past school districts have offered as few as two or three service delivery systems for their handicapped students. Such an approach obviously demanded that the student be "fit into" the administration plans which were offered regardless of whether it was the best alternative for the student. An alternative program continuum provides a full spectrum of services which are tailored to the individual needs of each student at a given time during his educational career.

Depicted here is a continuum of alternative educational provisions for handicapped children.

A CONTINUUM OF ALTERNATIVE EDUCATIONAL PROVISIONS FOR HANDICAPPED CHILDREN


Regular Class
No Assistance Needed
REGULAR CLASS TEACHER PRIMARY RESPONSIBILITY
Consultant, Itinerant, Resource Room
Special Education Teacher Responsibility
SPECIAL CLASS TEACHER PRIMARY RESPONSIBILITY
NO Educational Provision
(This "no-service" condition is rapidly disappearing due to recent court decisions.)
1 Reg. Class and Consultive Assistance from Special Education
2 Reg. Class and Consultive plus Special Materials from Special Education
3 Reg. Class and Itinerant Teacher Service from Special Education
4 Reg. Class and Resource Room, Resource Teacher Service from Special Education
5 Reg. Class (halftime) and Special Class (halftime)
6 Special Class in Reg. School Some Integration for at Least Some Children
7 Special Class in Separate Special Day School
8 Hospital and Home-bound Service
9 Residential or Boarding School
Participation in general programs with consultative assistance to the general recreator or community educator or to the participant
General programs plus direct assistance and service from therapeutic recreation specialist or community resource personnel
Joint programs (both general and specialized) or short term programming
Special Programs

Continuum of Educational Service

While it is agreed that placement in regular classrooms is desirable for the majority of students, there are and will be students whose needs must be met through placement in special education programs. A continuum of alternative educational provisions does not assume that one type of program is better for *all* students. It offers that each and every student must be considered individually. For one student, special class placement may be the best alternative, while another may be most effectively served in a regular

classroom, with or without special education services; still another may be served best in a residential or boarding school.

In order to be effective, such a continuum must be flexible. It must be recognized that student needs may change over time or as a result of corrective work (glasses, prosthesis, hearing aid, or educational remediation). Students should be reevaluated routinely in order to determine if they are able to move to another program. It is also possible that a student may make large skips from one type of program to another. Hopefully, the move will be to the least restrictive setting.

Closer examination of the Continuum of Alternative Educational Provisions for Handicapped Children indicates that it offers a full range of services, a range from regular classroom placement to very intensive special education programming. In the first four plans, the student is placed in a regular classroom for all or a majority of the school day, and his regular classroom teacher has primary responsibility for his program. In the first two, the regular teacher may receive consultative assistance or special instructional materials from special education personnel, but the student would not work directly with special educators. In the third and fourth plans, responsibility for these students would be shared by general and special educators; the student would receive supportive assistance from special education personnel. The services provided by special education personnel may take place in the regular classroom or in a designated work area such as a resource room.

In the remaining plans (fifth through ninth), special educators have primary educational responsibility for the handicapped students. In plans five and six, the student may attend regular classes for part of the school day and return to his special class or program. The last three plans (seven, eight, and nine) reflect the comprehensive services needed by the more seriously involved or multiply handicapped.

Such a continuum of provisions may be thought of as an ideal plan; however, an increasing number of school districts are offering a full range of services or at least recognizing that a full range must be considered. If handicapped children are being mainstreamed/integrated into regular classrooms on a large-scale basis today and are attending their neighborhood schools, what are the implications for recreation specialists and community educators? Obviously we must carefully analyze our current practices with respect to recreation programming and placement if these students are increasingly becoming part of their community. We may need to go far beyond our current emphasis of providing specialized services for the handicapped in a special segregated setting. We must consider a continuum of service which will provide for all individuals, not just the more severely involved. A program which only reflects a dichotomy of services for those who may participate in regular offerings and those who need very specialized services is *not* a continuum. There have been efforts to integrate handicapped individuals into the mainstream of recreation and community education programs. Although these efforts have been minimal, individuals who have attempted mainstreaming have reported considerable success.

Continuum of Leisure Services

Is it possible to offer a continuum of recreation and community education programs? I believe that it is possible and that at a minimum we should consider at least four levels of service:

1. Services for those individuals who are capable of attending regular recreation and community education programs with little or no modification or adaption. It is very likely, however, that special assistance and consultation may need to be provided to the individual who has primary responsibility for the activity or program. The nature of the

service provided to the recreation leader or community educator may be similar to that provided by an itinerant or resource teacher in a school setting, with or without direct service to the individual child.

2. Services for those individuals who are potentially capable of attending regular programs but who may need guidance, encouragement, or assistance in order to participate fully. In this instance, consultative and direct service may need to be provided to both the supervisor of the program and the individual attending the activity or program.

3. Short-term specialized services for the individual who does not have the ability to participate in a regular program on a full-time basis. These services may be provided on a one-to-one basis or in small groups. The intent of such an offering would be to provide the needed skills and competencies in order to move the individual up to a more integrated/less restrictive program.

4. Services for the seriously involved or multihandicapped who may never attain integration because of the seriousness of their condition. There will always be a need for service at this level in a specialized setting for this special population.

The intent of such a continuum should, by design, be to move the individual up as far as possible in order to achieve maximum integration. It will be necessary to reexamine our current practices and to enlist the services of many community agencies and resource personnel in order to offer such a full range of services. It appears, however, that by the very nature of their interest and expertise, recreation and community education personnel are ready to accept the challenge of providing such a continuum. You may serve as the catalyst—the catalyst which will bridge the gap and provide the needed services for each handicapped individual in the least restrictive setting possible.

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Concept Normalization

by Jean P. Edwards

Concept Normalization is a principle that has grown out of the Scandinavian approach to treatment programs for the handicapped. As I have experienced it, studied it, and shared it with many social service groups in this country, many requests have come for written information about it. Like all observers and writers, what I have expressed in this document is colored by my own philosophy . . . expansion of the concept in light of my experiences and ideals. Concept Normalization, as shared in this paper, is idealistic in some ways as compared to how it actually exists in Scandinavia, but I present it this way in the hope that you will accept it in principle and evaluate your own work as a Special Educator against its framework of humanization and normalization for the children whom you serve. I do dream of the day when all handicapped children in this country can be guaranteed the same kind of human dignity afforded the handicapped in Scandinavia.

The "Normalization" principle refers to a cluster of ideas, methods, and experiences expressed in practical work for the mentally retarded and handicapped in the Scandinavian countries, as well as in some other parts of the world. The normalization principle underlies demands for standards, facilities, and programs for the handicapped as expressed by the Scandinavian parent movement. Normalization affirms that the retarded and handicapped individual is a *human being* and citizen as well as a developmental and adaptive organism.

The Scandinavians have found that a common goal, a unifying principle have been of significant value in coordinating services, reducing costs of programs, and humanizing care for the handicapped. To discuss human endeavors to create wholesome programs, facilities, and life conditions for other human beings in terms of one unifying principle might seem preposterous, especially when we think about the wide variations in age, degree of handicap, complicating physical and emotional disorders, social backgrounds, educational and personality profiles that characterize our handicapped population. Nevertheless, in Scandinavia it works!

Very simply, Concept Normalization is making available to the handicapped person, young and old, the same patterns and conditions of every day life that you and I experience. This principle is applied to *all* handicapped whether mildly or profoundly retarded, physically handicapped or multiply handicapped. It affirms the right of all human beings to live in and experience patterns and conditions of every day life which are as close as possible to the norms and patterns of the mainstream of society.

I. *Rhythm of the Day*

First of all Concept Normalization means recreating the same rhythm of the day for the handicapped. It means no matter how physically handicapped or profoundly retarded we may be that each day we should get up . . . get dressed . . . and go somewhere. It means that as human being we have the right to be a part of a family setting . . . eating in a small group . . . sleeping in a small group as a family does. A normal rhythm also means not having to do things for the convenience of personnel or because of the lack of personnel . . . to rise early or to go to bed early. Facilities and programs should also give consideration to each individual's need for personal rhythm, to be alone at times,

to be a part of a group at times, to be structured in some activities and to be free to choose no structure at other times.

II. *Normal Routine*

Secondly, our services should not relegate any handicapped person to living and eating and sleeping in the same room . . . to confine them to the same kinds of activities. Each of us gets up each day . . . eats and sleeps in a different room. Our leisure-time activities occur in a variety of places and that same routine . . . mobility . . . ought to be guaranteed to each handicapped person. Daily living skills, vocational skills, and recreational activities must recreate the normal routine of the day if we are to habilitate the handicapped to independent living. Even when vocational training takes place in a separate building, it is not satisfactory if this consists of only a few hours of low-motivated activities for a few hours or days a week. *Activation* of the retarded or handicapped must convey the experience that the daily work routine has *vigor* and meaning and, consequently, fills a proper part of the day. Recreation after work or school also must be put into the context of the routine of the regular society. Most appropriately they should participate in community activities with other normals. With wider experiences and proper social training (in normalizing experiences), the retarded and handicapped will be able to use the normal leisure time facilities of his society on his own, and also learn to cope with unprepared, unstructured situations without panicking. (Avedon, 1967, Nivje, 1969).

III. *Normal Rhythm of the Year*

Thirdly, Normalization seeks for the handicapped the same rhythm of the year that you and I experience. We experience the changing of the seasons through our mobility in the community. It's hard to teach a concept of time and seasons to a mentally retarded child who's not outside and doesn't see the darkening of the evening or the falling of leaves . . . when each of his hours and days are the same without meaning. There are family holidays of personal significance that refresh our lives . . . the handicapped ought to experience those as we do. A small family Thanksgiving dinner . . . Christmas beneath a Christmas tree . . . a vacation . . . a hike . . . a family picnic . . . are all meaningful "rhythm of the year" kinds of experiences that should be guaranteed to the handicapped person.

IV. *Normal Developmental Experiences of the Life Cycle*

Fourthly, Normalization seeks to guarantee to the handicapped child the same developmental life cycle that you and I experience. As a pre-school age child, we play with little toys and we are as a child no matter what our mental capacity is. We ought to be guaranteed as a teenager the doing of things teenagers are doing and not be treated as though we are a pre-school age child just because our I.Q. level is at the lower capacity. An I.Q. score does not determine our human needs or interests. As a senior citizen, the handicapped should participate in the leisure-time activities that other senior citizens do.

As a child, normalization seeks to make available a warmth of atmosphere, rich sensory stimulation and a home-like surrounding for the handicapped child to develop in. In cases where the handicapped cannot live in his own home, this aspect is of utmost importance. Replacing the large institutions, small group homes recreate the family unit. Turnover of personnel should be minimal, thus offering the children basic security and opportunities for identification of the stand-in parents.

Youths of school age and young adult handicapped persons learn much from their peer groups. Behind the concept of normalization is the thought "that we become like those we are around." Childhood is a highly developmental period of great importance

for learning one's own personal abilities, potentialities, and building self-confidence that serves as a basis for life after the school years. A child learns normal language by modeling; likewise, if children are to learn other appropriate living skills, they must have the opportunity to be integrated with normal young people in the school and the community. Just as it is normal for children to live with their parents, so it is normal for adults to move away from home and start a life of their own, as independently as possible. Normalization makes this possible through school ADL training (aides for daily living), community hostel training and apartment living. It is not normal for children and adults to live with all handicapped persons in large institutions.

The period of old age is part of the normal life cycle also and should guarantee the opportunity to live with familiar settings and acquaintances that have given life so much of its content and meaning. Alternate small group living facilities for the aged retarded are arranged close to the place where the handicapped person has spent their adult life, in case they cannot remain in that very place.

V. *A Bisexual World*

Fifthly, as Scandinavians looked at the many kinds of services they were providing, they realized they were segregating boys from girls and not providing in any way for the wonderful fellowship that can take place between male and female. Now they participate in school, leisure-time activities like dancing, movies, and dating. Scandinavians are very mindful of the need to preserve the necessary safeguards in relations between mentally retarded men and women, but feel that normalization has proven that the dangers involved have been greatly exaggerated in the past. This fear has often resulted in the unfortunate segregation of the sexes in an unnatural way and militated against their interests and proper human development. Mixing of the sexes according to normal patterns of everyday society in school and habilitation programs results in better behavior and atmosphere, as more motivations are added. And the mildly retarded and many other handicapped should marry.

VI. *Normal Economic Standards*

Lastly, Normalization set out to gain for the handicapped person the same economic standards you and I experience. In other words, just because one is unfortunate enough to be born with certain handicaps or to be mentally retarded, one ought not to be relegated the rest of his life to living in poverty or in substandard housing because one is unable to compete in the competitive job market. Normalization gives to the handicapped the basic financial privileges available to others through common social legislation. This includes child allowances, personal pensions, old age allowances, and minimum wages. Of these allowances, the larger part is for board and room, but each person is given pocket money for the individual's private use to assist in realistic social training and to help foster independent choices. Work that is done in competitive employment, vocational schools, or hostels is paid for according to relative worth. Normalization also guarantees that the handicapped do not have to live in facilities that do not conform to what is normal and human in society. Especially to be noted is that the handicapped do not live with a larger number of persons than the surrounding neighborhood readily assimilates in its regular everyday community life. Nor are handicapped training programs, schools, or living accommodations located in isolated settings.

That very basically is Normalization. More and more, a retarded or handicapped person in Scandinavia will live in one place. It will be a family-like atmosphere. He will travel to another place for school or work. He will travel to still another place for recreation. And he will have education (whatever it amounts to for him) because it is his

right. Less and less he will be over protected and he will be allowed to take risks. He will not be denied any human relationship that he is able to handle. He and those like him will not be shoved together, but they will be dispersed in the community and accepted for the part they can contribute to society. There are other things. But, all of them add up to the fact that his human spirit can be at its maximum and he can achieve to the best of his ability.

That's human dignity.

Special Community Education for the Handicapped: A Proposed Model to Meet the Total Life and Leisure Needs of the Handicapped Child and Adult

by JOHN A. NESBITT

PART I—COMMUNITY EDUCATION AND THE HANDICAPPED

The role of community education in relation to the needs of the handicapped has not been adequately dealt with in: 1) the formulation of community education; 2) in the special projects of the Mott Foundation; or, 3) in the community education literature or research prior to this conference and resultant monograph. Over the last five years I have described the needs of the handicapped to various community education spokespersons who have always been attentive and interested. But, this is the first formal meeting of individuals interested in community education to deal with the **total life, community education and leisure needs of the handicapped.** This is progress and an important event in the development of programs and services for the disabled.

My aim in this first section is to link together some basic concepts and processes, namely, the disabled/handicapped, education; leisure, community education and the Community Education Act.

The Disabled in America

No matter how well the United States does in the international Olympics or how close we seem to be to eradicating dread diseases, the facts are that our minds and bodies are not perfect; and, disease and disability are pervasive. The following, compiled by Mitchell and Hillman, (1) suggests the degree to which people who are ill or disabled make up our population.

Disabled annually through accident and injury	450,000
School age handicapped	7,000,000
Aged	20,000,000
Mentally ill	2,225,000
Mentally retarded	6,000,000
Disabling conditions (blindness, epilepsy, heart disease, etc.)	3,000,000
Physically handicapped	15,000,000
Estimated Total	53,675,000

The first reaction to these figures by non-rehabilitation people might be, "Boy! These rehabilitation people sure are a gloomy bunch. They've got everybody laid up or dying." Not so that we are a gloomy bunch. We believe that we are realistic. And, part of our realism is that people who are ill and disabled can and do function very well given the proper training, services and assistance. For example, in vocational rehabilitation we have been very gratified at the fact that every dollar spent for rehabilitation of a disabled person is returned many times in taxes paid and the rehabilitated person is taken off the welfare roles.

Disability (vs.) Handicapped: Please notice that we use two terms, disabled and handicapped. Disability is the actual dysfunction or limitation caused by the disease or

injury. But, the disability is a 'handicap' only to the extent that a person is not able to function normally in employment, education, recreation, home-making and so on. A large part of our rehabilitation job is to figure out ways to overcome handicaps and the story of rehabilitation in America is one of figuring out hundreds and thousands of ways to overcome disability and to assist the disabled person in becoming functionally independent, productive and fulfilled to his or her *highest potential.*

The Handicapped and Leisure

Up to the present time, the matter of recreational, cultural and leisure fulfillment for the handicapped has not been resolved. The traditional recreation therapist has worked with ill and handicapped primarily in institutions. And, recreation therapists have been very limited in numbers (1,200 are professionally registered nationwide), they have had only limited contact with the ill and handicapped, and they have not been able to follow the handicapped person into the community. Recreation therapy has made a great contribution to the health and rehabilitation of thousands of ill and handicapped over the last 70 years. In the last 25 years real gains have been in the professionalization of this discipline; but, by no means does recreation therapy, or therapeutic recreation service as it is coming to be called, have the manpower and resources to be able to reach out to 500,000 or five million, much less 50 million ill and handicapped.

While there are many exciting programs and services that have provided for the handicapped person such as the Special Olympics, Sports for the Disabled, Recreation Centers for the Handicapped, and so on, these various programs have been plagued with an inability to mount and fund year-round comprehensive educational, recreational, cultural and community service programs which can address the *total life, community education and leisure needs* of the nation's 53 million ill and handicapped.

Vocational rehabilitation made an attempt to conceptualize such a program through the **Bill for Independent Living** that was discussed in the early 1960's but the bill was not passed and the concept did not take hold. The recreation therapists have proposed a comprehensive effort through local park and recreation departments but the *present day park and recreation concepts and system of delivery of service simply can not support an individualized service delivery system.* Voluntary health agencies are unable to provide the basic program that is needed because their missions have been built around the eradication of disease and the provision of treatment. Each of these services, vocational rehabilitation, parks and recreation, voluntary health agencies and many more are eager to assist but, in fact, they have found it impossible to accept or bear the basic responsibility for the delivery of what we here refer to as **community education services for the ill and handicapped.** Thus, throughout life, the community education and leisure needs of the ill and handicapped go unmet.

Facilitation and Facilitators

The handicapped themselves are a target for attitudinal change efforts, as are their families, peers and helpers—community educators definitely fall in this category along with nurses' aides, postmen, librarians, cab drivers and others who can help or hinder them. Also included as target groups are decision- and policy-makers (board and commission members, city council persons), legislators, and professional personnel of all types. These individuals may be termed facilitators—persons who perform a distinct role or function in relation to recreation and leisure participation by the ill and handicapped. In spite of the fact that the term "facilitator" has a positive connotation, the individuals in this group may either help or hinder the handicapped. It is because of their potential to hinder that their attitudes are important.

Facilitator Syndromes

Specific behaviors and patterns of behavior result from the individual's philosophy-values-attitudes-attitude sets. A number of these attitude sets and the resultant behavior are encountered on a continuing basis. I would like to dramatize a few of the most prominent as follows:

The Futility Syndrome: "What can I do to help. The situation is impossible." Laws. Money. Barriers.

The Leprosy Syndrome: "If I touch them, I may get it. These conditions, like cerebral palsy, are contagious."

The Deuteronomic Syndrome: "They must have done something wrong. God means for them to be punished. If they repent, they will get well." This attitude is classical Deuteronomic Code right out of the Old Testament, which says in essence, "Do good and ye will be blessed; sin, and God will punish you." There are many people whose "gut-level" thinking and feeling follow this line, and for these people, attitudes make them Negative Facilitators.

The Punishment Syndrome: "They are not in jail to be coddled and play games; they're there to be punished." This kind of thinking was inherent in the Nixon/Agnew/Mitchell "law and order" platform. Menniger wrote about it in the book, "The Crime of Punishment."

The Hypocracy Syndrome: "We serve the handicapped; that doesn't mean that we have to employ them." This syndrome is characteristic of some individuals and agencies in education, special education, recreation and parks, therapeutic recreation, welfare and social work, rehabilitation, etc. Count the number of handicapped employed in your agency, university, hospital.

The Charity Syndrome: "I gave to Cerebral Palsy but that doesn't mean that I want my daughter to marry one."

The Civic Pride Syndrome: "Why sure I am concerned about the handicapped. Our local chapter of the Royal Order of Roosters gives a Christmas party at the rehabilitation center every year." This syndrome is especially pernicious because well intended people are assisted in deluding themselves into thinking about how they can solve the horendous problems of disease, disability, poverty, inequality, ignorance and violence. There is no room for Pollyanna in the fight against prejudice.

The Me-Me-Me Syndrome: The handicapped person speaks, "I am here at this meeting with my problem. I want it solved this minute. I refuse to do the staff work, the surveying, or joining with other handicapped persons in order to give really sound advice and guidance to civic minded citizens or professionals." The role of consumer spokesman is no less demanding than any other professional role.

The Defense Syndrome: "I don't see what you recreation for handicapped people are squawking about; we are meeting our social and professional obligation by running a once a month social night for the mentally retarded and 25 kids show up pretty regular." Yes, 25 out of a population of maybe 2,500 that need recreation and leisure service.

The All-Those Others Syndrome: "I simply can't divert money, personnel and resources away from the 500,000 able-bodied that I serve to the 500 severely handicapped that I don't serve. I have all those others to worry about and I can't be concerned with a handful of handicapped."

The Lack of Training Syndrome: "I can't take handicapped people into my program. I don't have the trained staff to handle epileptic fits, convulsions, slobbering, soiled-shitty clothing, poor speech."

The Smooth Waters Syndrome: "I can't have those people in my center (Program) because the other participants, the regular people, their parents, the staff, the food suppliers, the janitors, the W.C.T.U.—they would all just quit my program. I can't make waves or the whole thing will just come down on me. We don't want that, do we?"

Generally, the "Defense," the "All Those Others," the "Training," and the "Smooth Waters" syndromes will be used in sequence and in that order. Very few groups will have the persistence to fight their way through all four. In any case, what the administrator has been saying all along is, "I'll use any possible excuse to avoid taking handicapped into my program."

Education and Leisure

Education and leisure are closely related. To start with, recreation and leisure scholars trace the genesis of the modern word leisure to the Greek word *schole* from which the modern word school is derived. There is a semantic connection. I would add parenthetically that if school is not required, (i.e. the student is not compelled to attend), school may be leisure in both the modern sense and classic Greek sense.

We recall that the Commission on the Reorganization of Secondary Schools in 1918 included the worthy use of leisure as one of the seven cardinal principles of education. (2)

The Educational Policies Commission in 1944 included recreation and leisure interests and activities as one of six basic aspects of living which affect personal development. (3)

We should note that no profession besides parks and recreation other than education has both dealt with recreation and leisure as an essential concern; and, been assigned or accepted unto itself any direct responsibility for preparation for leisure.

In my view, education has an important basic responsibility for the preparation of the student in the effective and constructive use of leisure time. The main point is that education and recreation do have a significant commonality. Hutchison, et al., in **Leisure and the School** (4) and Kraus in **Recreation in the Schools: Guides to Effective Practices in Leisure Education and Community Recreation Sponsorship** (5) are among the many recreation and park professionals who have embraced the concept of the interrelationship of recreation, leisure and education.

Education and the Handicapped

Over the last 15 years we have witnessed important advances in the United States in education for the handicapped. All 50 states now have laws providing some kind of educational services for handicapped children and youth. By no means are these laws providing all that is needed; but, in 16 states and the District of Columbia the matter has been taken to the courts and the court decisions have been made in favor of handicapped children. (6) (7) Thus, the beachhead has been established and the main force is starting to come ashore in the battle for full educational opportunity for the handicapped.

However, a point that we in recreation want to make is that a major portion of the preparation for total life and leisure experience, the recreation and leisure portion, is being ignored.

We in recreation have been working closely with our colleagues in physical education. We have concluded that handicapped children and youth are missing out on both recreation and physical education. (8) Both of these activities, recreation and physical education, contribute to the growth and development of the handicapped child and ultimately should comprise a basic portion of the daily living of the handicapped person, as they do in the life of the non-disabled person. But, physical education and recreation do not receive adequate attention during the school age years of the handicapped child; and, the obvious result in adulthood is inadequate competence in recreation and leisure and inadequate services for recreation and leisure.

Thus, I believe it is imperative that we now include physical education and recreation in the education for the handicapped laws and in court litigations. And, that we pursue other means of effectively meeting the total life and leisure needs of the handicapped, both school-age and adult.

Community Education and the Handicapped

It is my belief that the handicapped residing in the community have a basic unmet need for the full range of programs, processes and involvements that can and are pro-

vided through community education. The handicapped in the community, school age and adult, need continuing educational, recreational, cultural and community services.

Educational Services: In America we have resisted the idea of quotas and pensions for the handicapped based on the belief that through medical and rehabilitation services we can help the handicapped person arrive at a functional level where special education and training would put him or her back into the labor market as a productive, independent citizen. And, once again EDUCATION has paid off in America, in a very practical sense. Vocational rehabilitation and training have returned millions of Americans to full-fledged productive citizenship. But, we have stopped there. We have not recognized the fact that additional education would be for the handicapped person a means of continuing to upgrade one's skills and capability. Thus, I believe that educational services are of great importance to the ill and handicapped in: 1) dealing with their disease or disability; 2) upgrading their skills; and 3) learning how best to cope with our constantly changing society.

Recreational and Cultural Services: As suggested in other parts of this paper, recreational and cultural services have fallen through the holes in the fabric of America's social, health and welfare services for ill and handicapped. No agency or discipline or service delivery system has accepted responsibility for meeting the recreational and cultural needs of the nation's over 50 million ill and handicapped. If the agency is treatment oriented, there must be a measurable therapeutic gain or funding is simply not feasible. Thus, 'therapeutic' agencies will not provide recreational and cultural programs for ill and handicapped because there is no measurable therapeutic gain! Conversely, if the agency is recreationally and culturally oriented, the participants must have the mobility, skills, social acceptance and money to participate on a mass basis. Essentially, the services are planned for non-handicapped. There are no funds for services for ill and handicapped to provide personnel, facilities, materials, supplies, special skill training, transportation, special counseling, groupwork, or any other special item or service calling for additional costs. Thus, recreation for handicapped is left out of both service delivery systems. This is the situation at the local level. At the federal level and state level, support for parks and recreation is limited to outdoor recreation facilities. No special services of any kind are provided for ill and handicapped. Neither local nor state and federal recreation and park agencies accept responsibility to provide recreation for the handicapped. Each maintains that it is the other's responsibility. Thus, there is no fundamental commitment in or among any of the basic community services to provide recreational and cultural opportunity for the ill and handicapped living in the community.

Community Services: The third basic facet of community education, community services, is as important to and for the ill and handicapped as the other two. I have found in community after community that ill and handicapped lack the information and ability that would make it possible for them to use to best advantage the services and assistance that is available from and through their community. Further, in the past they have lacked the means to effectively identify their own problems and needs and to resolve them. Interestingly, I found in one community where we started a countywide association on recreation services for the ill and handicapped that we were urged by both public and private agencies to direct our attention to the total life and leisure needs of the ill and handicapped of that county. Or, as I see it, to perform community education roles and functions for the ill and handicapped of that community.

In general, agencies are mandated to perform their service and close their cases. What is needed is a service that doesn't close its cases, that keeps its cases open and works with its clients on a continuing basis, that continues to develop tactics and strategies

that: 1) provide solutions to new problems and issues; 2) that perseveres in the resolution of old problems and issues; and 3) that advocates for the escalating aspirations, expectations and desires of the ill and handicapped.

Special Features of the Community Education Model

Two features of the Community Education Model that are especially important are its community and neighborhood base and its continuing nature.

In the vast majority of situations handicapped and non-handicapped must go out of their community to receive public, private and commercial services. The automobile is both the bane and boon of our existence. As we have gone off in all directions for every conceivable service our communities have become mere shells, the sense of common identity and destiny has been lost. I am always fascinated to witness the lack of ability to harness community relationships and resources to solve community problems in a community such as Morningside Heights in New York where Columbia University stands, or San Jose and Santa Clara County in California where San Jose State Universersity, Santa Clara University, Stanford University and various other institutions of higher education stand. Obviously, some common sense awareness of ourselves and our communities has gone completely from our minds.

The Community Education model serves to restore some of the fabric of our neighborhoods and our communities, to help us to rediscover the skills and relationships that once built the communities that now stand in disarray.

It is equally important in this regard that through the Community Education model we are dealing with the handicapped person in his or her home, neighborhood and community rather than five to 50 miles away in our office or center. I believe that our most effective problem-solving can and should take place where the handicapped person lives.

Another extraordinary feature of the Community Education model is the continuity and continuing involvement with professional assistance and support as well as neighbors and friends that is provided to the handicapped person. This is made possible by the ongoing nature of the Community Education Model.

Community Schools Act

The passage of the Community Schools Act of 1974 must be applauded by all who are desirous of seeing the quality of life improved in the local community. (9) By supporting the development of educational, recreational, cultural and community services, this Act holds much hope for those of us who daily agonize over the deteriorating sense of community and the inability of our local communities to respond effectively to our personal, social and economic needs.

While I applaud the Act, I lament that the Act fails to address itself to the millions upon millions of Americans who are handicapped, who for various reasons end up being those Americans who are the most excluded from recreational and cultural opportunities and services and, thus, are most in need of the benefits of the Community Schools Act of 1974.

I am confident this Institute and publication will prove an aid in the development of an amended program and Federal funding that will provide directly for the needs of the ill and handicapped. We should be mindful of the fact that 90 per cent of the handicapped reside in the community. And, no more than five to 10 per cent of handicapped residing in the community, whether school age or adult, are being reached by existing park and recreation departments, by voluntary health agencies, etc. And, the programs provided certainly are not adequate to meet the total life, community education and leisure needs that exist.

I wish to draw your attention to the fact that the Act gives special preference to establishing new community education programs (80 per cent Federal support), expansion and improvement of community education programs (65 per cent in the first year and 55 per cent thereafter) and to support of institutions of higher education to provide training of personnl to plan and operate community education program. These features of the Community Education Act of 1974 lend themselves to the planning of strategies for the further development of Special Community Education Programs for the Handicapped.

Basic Statement of Needs and Means

I would like to summarize the foregoing as follows:

—Community education has not in the past addressed itself adequately to the distinct needs of the ill and handicapped.

—The ill and handicapped in the United States number 50 million, 90 per cent of whom reside in the community. This number should be the service population for which the **Special Community Education Program** develops its goals and strategies.

—Recreational and cultural fulfillment for the nation's 50 million ill and handicapped is a major unmet social need in the United States. A maximum of five to 10 per cent of the handicapped in any given community receive recreational and cultural services and in the main these services are sporadic and marginal.

—No existing agency, service, organization or profession at the local, county state, or federal/national levels has accepted primary responsibility for delivering recreational, cultural and leisure services to the ill and handicapped residing in the community.

—As conditions are, no agency other than an educational agency may be able to accept responsibility for the provision of recreational/cultural services and educational/community services on a continuing large scale because of a lack of rapport philosophically, budgetary limitations, methods, and so on. For example, recreation therapy may be irrevocably locked into the medical-therapeutic-institutional model.

—A total approach is needed such as community education offers (including adult education, recreational and cultural activities for children and adults, coordination of community services, problem solving and organizing in groups) in meeting the total, ongoing needs of the ill and handicapped versus the piecemeal, single dimension (vocational, or social, or medical), case closing/terminating approach of most services.

—Preparation for leisure and effective use of leisure is historically, philosophically and methodologically associated with education and educational services. Thus, attending to the leisure needs and aspirations of the ill and handicapped is compatible with education's and community education's traditional roles and functions.

—Education and all educational institutions have a fundamental responsibility to provide equal educational opportunity to all citizens, regardless of illness or handicapping condition—it's a right and increasingly it is becoming the law. Community education should take the initiative in organizing programs that will assure the provision of this human right and civil necessity for ill and handicapped.

—Education for the ill and handicapped as being planned and provided at the present time must include the provision of physical education and recreation as a basic element of education.

—Community education is an appropriate and effective means of meeting the total life and leisure needs of the ill and handicapped through educational, recreational, cultural and community services.

—The Federal Community Education Act of 1974 provides a unique and outstanding opportunity to develop community education programs for the ill and handicapped.

PART II—APPLICATION OF THE COMMUNITY EDUCATION MODEL TO HANDICAPPED IN THE COMMUNITY

There are general traits in the provision of community education that have come to be accepted components of the basic community education model. I have taken the liberty of drawing on the descriptions provided by Minzey and Hughes to designate the six components cited in Figure 1 below. Further, I have taken the liberty of 'plugging in'

what I consider to be Functions of Special Community Education for Handicapped for each of the 'components.' I am using the term 'special' to designate the special accommodations relative to the handicapped that are made to achieve a comparable, normative community education outcome.

Figure 1. Comparative Functions of General Community Education/Special Community Education for Handicapped.

	General Sources/Functions	Special Sources/Functions
Components	*Minzey's Basic Components* (10) (Hughes' Four-Fold Role) (11)	Functions of Special Community Education for Ill and Handicapped
I	*An Educational Program for School Age Children, K-12* (An Educational Center)	—Kraus' Five Channels for Leisure Education (12) —Bannnan's "Leisure Time Activities" Competencies (13) —Nesbitt, Neal and Hillman, "Special Leisure Education" (14) —Career Education for Leisure Service Occupations (15)
II	*Use of Community Facilities*	Continuing Program of Elimination of Physical Barriers and Creation of a Climate of Social Acceptance Based on Guidelines Provided by National Easter Seal Society, U.S. President's Committee on Employment of the Handicapped and the American Standards Association
III	*Additional Activities and Education for School Age Children and Youth* — Enrichment, remedial, supplemental, recreational, cultural and avocational. (Neighborhood Center for Cultural and Recreational Activities)	—Nesbitt, Neal and Hillman, "Recreation for the Exceptional Child" (16) —Provision of recreational and cultural services for handicapped children and youth calling for funding of professional personnel, facilities, equipment, transportation, materials and supplies, leaders, etc.
IV	*Programs for Adults* — Basic education, high school completion, recreational, avocational, cultural and vocational education. (An Educational Center and Neighborhood Center for Cultural and Recreational Activities)	Provision of Recreational and cultural services for handicapped adults calling for funding of professional personnel, facilities, equipment, transportation, materials and supplies, leaders, etc.
V	*Delivery and Coordination of Community Services* (A Center for Social Services)	Programs and services would provide community education in relation to vocational rehabilitation, special education, veterans benefits, social security, medicare, voluntary health agencies, civic and service organizations, park and recreation agencies and services, youth and social service agencies and organizations, etc.
VI	*Community Involvement* (A Center of Neighborhood and Community Life Assisting Citizens in the Study and Solution of Neighborhood Problems)	As necessary where integration and mainstreaming are not possible, organization of handicapped youth and adult groups such as Scouts, handicapped athletic organizations, handicapped social and recreation groups, handicapped consumer groups, non-

handicapped and handicapped advocacy and coordination groups; provision of recreation and leisure 'dilemma intervention,' group counseling, leisure counseling; processing of information on recreation and leisure opportunities.

PART III—SOME PROPOSITIONS ON THE DEVELOPMENT OF THE SPECIAL COMMUNITY EDUCATION PROGRAM FOR HANDICAPPED

"Freedom of Choice": An Essential Element

A major obstacle to the development of professional recreational and cultural services for handicapped (and the general population as well) is the non-graded and non-gradeable nature of recreational and cultural experience and fulfillment. For many people, recreational and cultural activities are oriented to their work life. Recreational and cultural activities serve as the '3R's of work—Relaxation from Work, Reward for Work and Renewal for Work.' For other people, recreational and cultural activities serve to meet their need for personal fulfillment quite apart from a work life that might be denigrating.

You or I may prefer either the work-oriented or non-work-oriented profiles suggested above. However, our preference must be secondary to the choice of the participant because the most important basic element in the non-graded leisure experience is *freedom of choice*. Through freedom of choice the participant, non-handicapped or handicapped, gains independence, self-esteem and individual fulfillment. As we plan and direct programs we must keep our personal values in check. The Special Community Education Coordinator must be highly competent in these philosophical and methodological principles.

A Service Population Approach

Like so many public services we have tended to assess the need for recreational and cultural opportunity for handicapped based on what we are able to provide as we look out from our agency, or over our desk, at the public out there. This approach has resulted in the programs which at best are marginal, for example, the once a year Christmas party at the orphanage, the Friday night bingo game at the nursing home, the annual sporting event for the physically handicapped. These are a great deal better than nothing which is what was provided before, but no one would insist that they are adequate.

What is needed is a complete reversal in perspective. The Special Community Education Coordinator must take up residence in the community, working at the neighborhood level, using the facilities and resources that are immediately available such as the local parks, the local schools, the local stores and facilities. In developing service delivery plans the approach that we must take is to deal with a given population of five to 10 thousand, determining the number of and degree of disabling conditions that exist among this population, the potential of this collective handicapped population to participate meaningfully in recreational and cultural activities, and then deliver a program that will meet their needs and their potential. If the model that develops from this calls for one full time professional per 10,000 population or 25,000 population, so be it. But, the era of opening up a program for handicapped and seeing who is able to make it to the center must come to end. We must go to the people.

Thus, if the Special Community Education Program model is to have a real effect on improving our communities and the lives of handicapped residing in the community, concepts and models for service will have to be developed from the bottom up. One way

to get at this matter is to identify a 'Service Population' and then develop a program that meets all the reasonable recreational and cultural activity as well as educational and community service needs of that handicapped population.

Alternative Strategies for the Development of a Special Community Education Program

Very few situations will present themselves where a local community will appropriate the necessary funds to employ forthwith a full-time Special Coordinator, provide the program budget, etc. Thus, it behooves our institute group to consider in a preliminary manner the strategies or ways in which a Special Community Education Program might develop and in turn to suggest means that facilitate these as well as other developmental processes.

Using as a preliminary statement of roles and functions the Chart on Functions of Special Community Education Programs (Specep) and the listing of the Basic Functions of the Special Coordinator, the following might be strategies for the development of programs.

—Employ a full-time Special Coordinator to perform the roles and functions described.
—Employ a part-time Special Coordinator to perform the roles and functions described.
—The full-time or part-time regular Community Education Coordinator performs Special Community Education Program roles and functions as possible.
—The full-time or part-time Community Education Coordinator does one or both of the following: 1) Organizes a local volunteer committee of handicapped and facilitates their performance of the Special Community Education Program roles and functions, 2) Involves local health, welfare, rehabilitation, social, and recreation agencies and services; local and service organizations; local voluntary health organizations and agencies, etc. and facilitates their performance of the Special Community Education Program roles and functions.
—Where there is no part-time Community Education Coordinator, the Special Functions could be performed by a group of local citizens who organize themselves on a voluntary basis for that purpose. Preferably, the group would be made up of non-handicapped and handicapped.

Strategies for Long Range Development

National and state level leadership and support will be critical to serve the nation's 50 million handicapped now residing in our communities. If the Specep concept is viable and if it does meet the needs of handicapped and if it is accepted as an essentially valid addition to the array of services presently being provided, states and local communities and neighborhoods will respond enthusiastically as they have to vocational rehabilitation, adult education, special education, community colleges, and so on. But, local communities will not have the chance to decide whether Special Community Education is a viable new community service that they want to see provided for the handicapped unless there are active, well funded Federal and national strategies for development.

These strategies might include the following:

—Immediate authorization and allocation of a special fund for handicapped in the amount of $3.75 million (25 per cent) by the Congress within the Community Education Act of 1974. This will provide for program development, training, technical assisatnce and information for Special Community Education.
—Philanthropic support for Special Community Education training, research and demonstration, technical assistance and information service, conferences and institutes.
—State enabling legislation and assistance to local communities to initiate, provide and expand Special Community Education Programs.
—Local taxes, assessments, etc. providing support for the development and provision of Special Community Education Programs.
—Creation of and support for five years for an effective national Specep committee or task force within an existing community education organization or organizations. The primary aim of the committee would be consumerism and advocacy for Special Community Educa-

tion. The secondary aim will be technical assistance, consultation, travel grants, technical and public information, regional and state training, etc.

—Preparation of guidelines for the local organization and development of Special Community Education programs in representative rural and urban communities based on size and socio-economic composition, etc.

—Development of guidelines for curricula at the baccalaureate, masters and doctoral level in provision of Special Community Education Programs and services in terms of administration, master practitioner, face-to-face worker, etc.

—Development of guidelines for the conduct of research and demonstration related to Special Community Education programs and services.

PART IV—THE SPECIAL COMMUNITY EDUCATION COORDINATOR

If there is to be a Special Community Education Program it seems to me that consideration should be given to the person or persons, professional and volunteer, that are going to be involved.

The foremost consideration is that similar to education, vocational counseling, recreation, social work and most any other general professional discipline that one wants to name, service to ill and disabled has been turned over to a specialist who: 1) is motivated toward service to ill and disabled; 2) who takes special training in the basic discipline, in that discipline's application to the problems and needs of the special population to be served, and, finally; 3) in those special content and process competencies deemed necessary to professional service.

Service Referral: One's first reaction to the Special Coordinator role is that it could be interpreted so broadly that it would supplant many other established disciplines and services. This is not the intention and this position can be made clear by establishing as a basic competency the ability to make preliminary assessments about the need for all available services such as special education, vocational rehabilitation, etc., and to make the appropriate referral to the co-specialist or agency. Thus, rehabilitation, health, welfare, education and recreation services would have a case finder as well as a means for effective follow-up after discharge.

Leisure Counseling and Referral: A second role which would serve to eliminate a large amount of possible duplication or overlap with existing recreational, park, cultural, leisure and conservation services, would be that of leisure counseling. (17) Progress is being made through the work of Overs in defining the roles, functions and services provided by and through leisure counseling. Thus, the Special Coordinator's first function in providing recreational and cultural opportunities would be that of providing leisure counseling. Leisure counseling would involve counseling and assisting the client toward successful vocational placement in and with the services, programs and resources of the given community.

Basic Functions: Returning to the Minzey-Higher/Functions of Special Community Education for Handicapped chart, we then see suggested the following major functions of the Special Coordinator.

I Formal Education Program (Five Channels, Leisure Education, Special Leisure Education and Career Education relative to recreation and leisure)

II Facilitating Use of Community Facilities by Ill and Handicapped (overcome physical and social barriers)

III Recreational and Cultural Programs and Activities for Children and Youth

IV Educational, Recreational and Cultural Programs and Activities for Adults

V Facilitating the Delivery, Coordination and Provision of Social, Health, Welfare, Rehabilitation, and Recreational Services to Ill and Handicapped

VI Facilitating the Organization and Development Consumer, Advocacy, Coordinative, and Exchange Groups Composed of Ill and Handicapped and the Provision of Related Services

Formal Preparation: In many respects the formal training of the Special Coordinator might be parallel to that now being provided to the masters level therapeutic recreation specialist through the U.S. Bureau of Education for the handicapped and coordinator or director of community education. For example, based on the need to provide accountability, therapeutic recreation specialist preparation includes training in research and evaluation competencies. Community education coordinators devote considerable attention to developing community organization competencies. In any case, these two training programs provide a starting point in considering the development of a special training program for the Special Community Education Coordinator.

PART V—CONCLUDING THOUGHTS

Having struggled for years to develop nationwide strategies and fundable models for the delivery of recreational and cultural services to handicapped, I am excited about the potential in the Community Education Program and the idea of a Special Community Education Program for Handicapped. And, the total response mechanism that is inherent in the Community Education model, that is the combination of educational, recreational, cultural and community services, is very much in line with the general development of the functions and services of the professional recreation worker for handicapped. The Special Community Education model as an outgrowth of the Community Education model is one that rehabilitation workers, social workers, therapists and medical personnel can readily accept. I believe that the Special Community Education Program model is one that can be embraced by vocational rehabilitation units, health services, schools, park and recreation departments, social security services, and so on.

What we all have been searching for, for many years, is a service delivery model that would address the *total life and leisure needs* of the handicapped child and adult living in the community; and, simultaneously be fiscally feasible. The Special Community Education Program model may very well be what we've been looking for. It may be what the handicapped have been waiting for during the billions of hours of *enforced leisure*. Let's hope that we have found the service formula that will provide *total life and leisure fulfillment* for the ill and handicapped.

Footnotes

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Leisure and Recreation Services in the Future

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Much has been written about the future of man. Each generation has had its prophets, forecasters and prognosticators. Speculation about what might be is not a unique privilege of our time although many would like to think so. After all, we have the most advanced technology to assist us, but forecasting requires more than technology. It demands a careful understanding and interpretation of the significant factors. Few have ever been able to accurately predict what tomorrow will be; yet we continue to try.

"Formal" Forecasting—the Delphi

For the past year, I have been working with Max D'Amour of the University of Three Rivers in the pursuit of his doctoral dissertation. He has chosen to look at the future of the Recreation and Park profession as viewed by 54 park and recreation educators and practitioners. It is his contention that we should base our programs for the professional preparation of park and recreation specialists upon these future projections rather than on current job descriptions and past agency needs. He has employed the Delphi technique developed by the Rand Corporation to accomplish this task. His findings are interesting and are currently being evaluated. Only time will tell if they are accurate.

The Delphi technique is only one of the many tools available to assist the scientific exploration of the future. Others have relied upon intuition, linear projection models, and logic to aid them. Success has eluded most. Occasionally we have a Leonardo da Vinci or Jules Verne, but for the most part, we have unfulfilled wishes. This is especially true when our predictions are for the tomorrows of five years or more in the future.

Creating a Future

We all recognize the tremendous impact that changing technology has had upon our life styles and the consequence of our discoveries and inventions. The more rapidly they appear, the more difficult it is to properly read their impact. Look at our dependency upon petro-chemicals and fossil fuels and the social upheaval resulting from the recent oil embargoes and shortages. We have become extremely dependent upon these sources of energy within the past two decades; their possible decline has implications for our entire social structure. I believe Dennis Gabor was correct in his observation that the future is invented, not discovered. In other words, we are now creating our future but will not realize it until we enjoy the privilege of hindsight.

Forces at Play—Making it Difficult to Predict

Let me make a couple more observations about the problem of predicting before I attempt to describe what I think parks and recreation services, especially those for the handicapped, will be in the coming years. There are two major dynamics at work affecting our projected existence. One is our **technology**; the other is our **social structures,** including our attitudes and behaviors. They are interrelated and interdependent,

but the latter dynamic is often overlooked or thought to be a result of the former. This is not so. Very few of us in 1960 had any inclination of the social revolutions we have experienced in the past 15 years. Who would have predicted the assassination of three national leaders, riots on college campuses and in major cities, a deep economic recession and the resignation of a President and Vice-President because of political scandal? All in a decade and a half! These facts have had more impact on our way of life and thinking about tomorrow than have our technological breakthroughs which allowed us to put a man on the moon or transport 400 passengers in a single airplane at the speed of sound.

A good test of our ability to project accurately is to look at the writings and reports of those who have attempted this task. In my own field of concern, we have the reports of the Outdoor Recreation Resources Review Commission published in 1962 with projections on leisure behavior for 1976 and 2000. They predict a rise in camping and related outdoor recreation activities but did not anticipate the ecological damage resulting from the type of camping which we have come to know—the self-contained camping trailer. Nor did they anticipate camping would reach its height two years ago and would decline as a result of gasoline shortages and the militancy of conservationists and environmentalists.

Recreation behaviors are extremely fadist. Trends are discernible but it is extremely difficult to anticipate the growing or declining popularity of a single recreation expression. If you want to test this, look at what's happened in the bicycle industry in the past decade. Between 1962 and 1972 it experienced rapid growth only to peak in 1973 with production of more than 10,000,000 bikes, many of which were the more expensive 10 speed models. Biking was heralded as one answer to our urban transportation problem. The middle class embraced it as a recreation activity, and like the bowling fad of the 1950's, biking, too, fell from grace. Today it's popularity is declining even when the need for nongasoline powered forms of travel is increasing. I am sure all of you can cite similar fads in both my field and yours. In fact, and sad as it may be, even many of our social concerns and causes celebrant are leisure fads. Look how we have gone through such national issues as civil rights, war-on-poverty, environmental protection and peace —all in a decade. Some might even view our concern for the handicapped as transient, a product of affluency.

Assumptions

Having studied some of the reasons why the future cannot be predicted I now join the legions who have tried. I will restrict my soothsaying to the field of recreation services and leisure behaviors. There are two assumptions I wish to make:

1. For the most part, life in general for the coming decade will be not too different from that we now know.
2. Leisure and recreation behaviors are a product of the times and are affected by the same dynamics which affect all other institutions.

These two assumptions are rooted in our traditions and verified by past behavior. It takes time to change and no societal change, such as leisure behavior, is independent of other forces of life. All are affected by the dominant value structure of the society.

Before I am misunderstood my assumptions do not rule out fads and life shaking catastrophe. Fads are part of our way of life, a cosmetic that does not really alter the basic structure. A major catastrophe such as war or the total failure of our economy would put us in another ball park and who knows what game we would have to play? Then, too, my assumptions do not suggest all of us are alike or moving in the same direction or at the same rate. Even now, there are a multitude of varying life styles; ours is

a heterogeneous population. Some life styles are increasing in popularity while others are on the decline. The norm is being altered, but for the most part, the values and behaviors of middle America remain relatively unchanged.

A Cross Road with Technology

Since the end of World War II, the United States has been on an economic high. We have attained a standard of living unknown to previous generations and for this, we have paid a tremendous cost. Our demand for conveniences and consumer goods has endangered our supply of natural resources and cheap sources of energy. According to many economists, our leisure interests and leisure markets have been the direct beneficiary of affluency. Consequently, leisure behaviors may be the first to be altered by changes in the economy, and certainly the decline of inexpensive energy will have its leisure consequences. This does not mean, however, that recreation interests will become less pronounced or that we will see a decline in the amounts of leisure time available. In fact, the opposite may be true. A declining economy may result in increased amounts of unemployment and free time. Gardening, handicrafts, and other forms of manual art and activity may replace travel and entertainment as major forms of recreation expression.

Nationally, we are at a crossroads. Our technology has brought us to a point of no return. We either commit ourselves to a **life style of consumption and convenience** until the resources run out or we alter our system, assume a more austere posture and rely upon a different set of indicators to measure worth and accomplishments. A society which uses the gross national product as its primary criterion of societal achievement must depend upon quantitative growth and a materialistic value system to sustain it. It will have a love affair with gadgetry as we have had for the past thirty years and will be characterized by mobility and a high rate of change. In it, life it highly fragmented with its leisure moments compulsively used to have a good time regardless of the cost.

The alternative is to turn away from our fascination with growth and establish a **qualitatively oriented civilization**, one which emphasizes relationships and experiences rather than things and possessions. In other words, to create a society that seeks fulfillment through a greater use of its human rather than non-renewable resources. In it, leisure becomes a state of being, the determination of the person experiencing it rather than "time off the job." It suggests a different future than that we now know, and is somewhat akin to the life of our grandfathers where work was considered an act of dignity with intangible value and rewards but without the hangups associated with the puritan ethic. It embraces a different set of community understandings and relationships. Concerns and cares for the handicapped will again become the responsibility of the immediate family and neighborhood, not that of the bureaucracy. This is where community education (the principles and the process) has a central contribution to make in the quality existence of man's (including the disabled) life. Communities will be seen as groups of concerned and mutually dependent citizens rather than those who happen to reside within a specified geographic boundary. The Community Education advisory councils specifically relate here. Of course, there are any number of gradations between the alternatives described which become options in their own rights.

Leisure and Work

As you know our concepts towards work and leisure have undergone tremendous change during the history of western man. The Greeks and Romans glorified leisure as a state of freedom; work was considered obligatory, but not a prerequisite for leisure. Satisfactions could occur in a variety of settings and experiences; life was without the

clock, natural rhythms dictated the behavior. These patterns continued until the sixteenth century or until the beginning of the industrial revolution.

The work ethic with its notion of earned leisure is a product of the industrial revolution. In fact, it is its undergirding. It took generations for it to permeate western man's thoughts; consequently, there are numerous illustrations of play as work, such as barn raisings and quilting bees, where people literally produced a product while enjoying the social interactions and creativity of their work. You see they were largely in control of the situation and gave little thought to whether the experience was work or leisure; for them life was holistic and integrative.

With the emergence in the latter half of the 19th century, of our urban industrial centers, with their factories and assembly lines, our notions of work and leisure changed. It seems those activities for which one was paid or obliged to do became work and leisure became free time, time for the choosing of one's own activities. Work was productive; free time was to be earned and used wisely. It was justified as time for refreshment, time to make one a better worker.

You know the end of this scenario: increased productivity resulted in larger amounts of goods which had to be consumed. In order to provide the time needed for consumption we reduced the hours of work with more holidays, more vacations and early retirement. Leisure became time for self pleasure, time for the display and utilization of material achievements. Finally, those activities which occurred primarily during free time and which did not produce tangible goods were labeled as recreation and amusement. Organizations and institutions were established to provide for these experiences; the leisure industry was born.

The Plight of the Handicapped/Disabled

As you would expect, the initial concern of these organizations and groups was the able bodied, those able to come to designated recreation areas or pay the admission price. Little thought was given to the handicapped, although some of the earlier advocates of recreation services did stress its value in preventing delinquency, a claim which has never been fully substantiated. The atypical was forgotten by recreators in much the same way he was overlooked by educators in general and community educators in particular, as well as social planners and politicians.

To a great extent, the second world war increased our awareness of special populations, particularly the physically handicapped and emotionally disturbed. New programs were implemented as a part of the rehabilitation effort of the Veterans Administration and the various state rehabilitation agencies. This awareness was further stimulated in the 1950's with programs for the aging and mentally retarded, and as you would expect, our initial approach to resolving these difficulties was to provide specialized institutional settings for them and to program accordingly.

Fortunately for us, the decade of the 1960's was both affluent and volatile. Technology and communication media gave us increasing amounts of time and brought to our attention the plight of our less fortunate citizens. For the first time, many "unfortunates" were made aware of alternatives and given hope for a new life as is possible only in an affluent society. As Eric Hoffer wrote in **The True Believer,** the realization of the possible fulfillment of a wish can be a powerful force in creating social change. Militant groups evolved, demanding social action. These groups were community oriented, anti-establishment, and advocates of integration. They cited that the majority of these special populations resided in the community, not in institutions, and that institutions tended to increase isolation and compounded the difficulties of those who were already experiencing problems. Their demands brought about change.

Since the late 1960's, local park and recreation departments have implemented nu-

merous programs and services for special populations. They have employed specialists to work with these groups. They have tended to integrate the special populations into the general recreation services of the community, instituted architectural barrier elimination projects, involved representatives of these special groups in the policy formation and program planning of their efforts and the like.

In the hospitals and institutions, recreation specialists also became more community oriented. Their focus was to provide more than just diversionary and therapeutic experiences while the client was in the institution. They developed counseling and referral programs bringing to the clients a new awareness of the opportunities for full expression which reside in their homes. In some instances, these institutionally oriented recreation specialists even began to talk with their community counterparts. But unfortunately, as is true with so many professional groups, they were myopic. They failed to see the efforts and programs of other professionals who, like them, were being affected by these same social forces. The librarians, the community educators, the youth agency specialists—all were rewriting their definitions of service and areas of responsibility. They, too, were benefitting from the new leisure, the new affluency, and the new concern for the ministering to the whole man. In other words, the specialist role of their agency was breaking down, but not the communication barriers which had so effectively isolated each of our professions from each other.

Enter Community Education

As you know, recreators are not the only ones concerned with leisure behavior. In fact, most of our recreation experiences take place outside the fold of the recreation system in much the same way that much of our learning takes place outside the formal school. While I will focus on the leisure institution I must underscore the potential benefit to be derived by close adherence to a (not the) community education philosophy/process/model to expand leisure services in the community. The variety and types of leisure expression sought are infinitesimal; the ability of any one system to provide for all those experiences is impossible. Consequently, the organized park and recreation system has focused on a limited sphere of activities and services. But even they are not the sole providers of these opportunities.

At present, park and recreation departments and agencies are primarily concerned with the provision of opportunities for amateur sports participation, certain kinds of social interactions, and various artistic expressions. They are the major providers of the environs necessary for camping and certain types of outdoor recreation pursuits. The system is a multi-billion dollar enterprise and attempts to provide opportunities for all age groups and interests. It's opportunities are complemented and supplemented by a variety of commercial and private interests as well as other governmental agencies and services. It offers instructional programs to teach the skills of activity, maintains resources to be used at the discretion of the clients, and schedules and supervises a variety of activities and events. Yet, individually, less than 10% of our recreation experiences occur in the settings under their jurisdiction. Recreation behavior and experiences are still primarily individualistic and familiar; hence, the importance of neighborhood centered/community directed advisory councils purported in the community education process.

It is unrealistic to expect the organized park and recreation system at any level of government to shape our future leisure behavior. Those behaviors will be largely determined by what happens outside the system: our family structure, our economic structure, our attitudes towards life and its meaning. The organized recreation and park system exists because society wills it and holds it essential to its welfare. It recognizes

the importance of play and recreation in the lives of its people and the necessity to have certain kinds of environment and structures available so that those expressions can be more fully realized. The formal nature of those activities and structures will vary depending upon the community's perception of the recreation service and the ever changing demands of our social order.

Stabilizing/Primary Influences of a Post Industrial Society

There are certain changes occurring which seem to have a degree of permanency and which will gradually affect our social structures and life styles. They relate to our technology and to our values and attitudes. All are interrelated and have direct implications for our parks and recreation services. They provide the basis for our becoming a post-industrial society.

Much has been written by sociologists and economists about the post-industrial order. It is characterized as having many of the social structures and attitudes of the pre-industrial era but with the technology and conveniences of our accumulated industrial productivity. The declining availability of inexpensive, highly volatile energies such as fossil fuels and our increasing reliance on electronics as a means of communications are central to our future behavior. They are part of our technological revolution. The social revolution is most pronounced among those groups of individuals seeking greater control over their lives particularly in the areas of work and private behavior. Some interesting trade offs are occurring because of these changes.

We are all very much aware of America's fascination with the automobile and our recent economic upheavals as a result of the declining automobile sales and increased gasoline costs. The automobile has been a vehicle of convenience and a tremendous user of our natural resources. Our courtship patterns, living arrangements and recreation behaviors have been tied to its use. It's decline as the primary mode of transportation will force many behavioral and social changes. The home may again become the primary recreation facility. No longer will automobile riding for pleasure be the number one outdoor recreation activity nor will we experience overcrowdedness in our national parks. People will be content to develop recreation interests which they can pursue at home and when they do travel, they will tend to go to one destination and spend their entire vacation period there rather than stopping at a series of destination on an extended travel excursion. We may come to know fewer areas but in greater depth and we may find our life's pace slowing down considerably, with less need to produce and consume.

Values: Ever Changing—Trend Toward Humanism

Our use of electronics will increase. As you know, it enables us to bring friends and experiences vicariously to our homes. It encourages the decentralization of services and we are only beginning to understand its uses and effects. It facilitates communication and may be used to compensate for our declining ability to travel. Who knows, in the future we may all be active participants in community-wide games and contests by combining the use of the television and telephone. Audiovisual cassettes will be available and provide us with both instruction and entertainment. Recreation centers, schools and similar facility-based services become resource centers where we go only to get technical assistance, to problem solve since much of our learning and playing will occur at home, on our own schedule and without the use of "trained" supervisors and instructors. Add to these an increasing unemployment, a shorter work week, an adverse reaction to bureaucratic structures and a growing desire on the part of the young to "do their own thing" and you have an interesting future. Also there is an increasing militancy on the

part of all Americans to have more direct control and freedom in their personal behaviors. Rank no longer guarantees respect or authority; these are qualities which must be earned. Having an interesting job is more important than earning money—possibly that is why so many are entering the service professions.

If our growing rates of unemployment continue or if our technology reaches the point that we no longer need to have all of the work force employed our political and social structures will be radically effected. They will call for a redefinition of the meaning of life and the basis of our social status. Work will no longer be the determinant of one's social worth or the only means of fulfillment. New values and social structures will evolve to replace those built upon the work ethic. Recreation and leisure behavior, community consciousness and the handicapped stand to gain from these changes.

The Trend—Its Application to the Handicapped

Imagine living in a society with a minimum of fixation on man's economic productivity as a measure of his worth. It is possible and highly probable and one in which the handicapped will find easier acceptance and opportunity. In fact, there may not be as many persons labeled "handicapped" since the economic definition which we have so often used to determine persons in this category will no longer be in effect. Individuals will be encouraged to pursue their inclinations and develop their abilities without reference to particular job skills or employment criteria. This is not to imply a society without responsible persons but suggests a society in which criteria other than economic ones will be in effect as a measure of worth.

Summary:

Granted I may have just described a utopian condition, one which may never exist, but it does seem to be the direction we are moving and a plausible alternative for post-industrial man. Prior to obtaining it or a similar state we may expect several social and organizational conditions to exist. A couple of these have direct bearing on our conference and the future of community education, recreation, and special education.

All of us are interested in mainstreaming. We want to break down the barriers which exclude and isolate groups. Integration of the handicapped populations into the community are necessary if these goals are to be achieved. By utilizing criteria other than economic productivity as a measure of worth, we facilitate these objectives. Individuals will be encouraged to relate with those who have a common interest; the variety of opportunities which exist when you include both recreation and work activities as pathways to fulfillment are unlimited.

As you are well aware, our definitions of the handicapped are culturally bound just as are our concepts of normalcy. Likewise are our approaches to services and our concerns for the handicapped; they are a reflection of our societal patterns and attitudes. Immediately prior to our current "age of enlightenment" we tended to ignore the handicapped; organized recreation and educational services were rarely extended to them. The scar tissue of these attitudes and approaches continues to linger and compound the problem of providing services today. We still have the tendency to segregate or to approach the handicapped in a different manner than we do the "normal." Thank goodness, our concept of handicapping conditions is undergoing change and this affect our program approaches and program dimensions.

Discussion: Illustrative "State of the Art"

To illustrate this new concern for services to the handicapped, the State of North Carolina recently attempted to identify all the handicapped youth in the state, for

identification of those to be served is the first step in effective program. We quickly learned it was no easy task, but like most surveys, some interesting results, including the identifying of 13 preschool persons as being handicapped by pregnancies were produced. Seriously, it was an effort on the part of the state to locate its "hidden" children so we could offer them better educational and community services. But due to all of the problems previously mentioned, including lack of funds and a heavy reliance upon volunteers to conduct the interviews, the study was less than successful.

In the future, such efforts as these may not be needed. Hopefully, we will no longer hide the handicapped as we move toward a new concept of community and the determines of status; individual differences will be so accepted they will not be observed. In the interim, that time that we know as "now" and "tomorrow," the problem of identifying the handicapped so we can serve them will continue to bother us. And our current data collecting techniques are a part of the problem. It would be helpful if the U.S. Census Bureau would probe more deeply into the problem at the time of Decennial census. Their assistance, along with more grass roots efforts to "count the children," would help us better assess the dimension of our concern and provide additional data in support of our program efforts.

Universities and professional organizations can assist in stimulating program services in developing data and in furthering the cause. For example, our Curriculum in Recreation Administration has had some success in stimulating municipal recreation departments in North Carolina to provide more services on a year round basis for the handicapped. These municipal recreation directors have found our reports to the Bureau of Education for the Handicapped in which we developed the necessary input and output data very helpful as a basis for expanding or initiating a recreation service for special populations. It became their primary data resource, the "best" hard evidence available. Knowledge generally precedes concerns, a necessary force for action. The presence of our curriculum with its data and concerned faculty and students has had the desired result: the development of local recreation sources for the handicapped. At present, some 15 communities in North Carolina do have year-round recreation programs for the handicapped as a part of the normal program service of the municipal park and recreation department. They have employed full-time persons to work with these special populations and have accepted it as one of their mandates. Many of those employed by these departments are graduates of our program and have diligently worked to integrate the handicapped into the regular services of these departments as well as provide special programs for the disabled.

Our curriculum efforts were assisted greatly by the North Carolina Recreation and Park Society. Its therapeutic recreation branch encouraged the municipal administrators to include sessions about the handicapped as a part of their professional meetings. Together they have worked to support state-wide efforts and the employment of therapeutic recreation consultants by various state agencies. Their partnership has been most effective. The next step is to expand this camaradarie to you at all levels of service.

As indicated earlier, we will become a less mobile society, one which will less likely concentrate large numbers of persons in a single location and then pay a high premium to maintain a comfortable environment. We are coming to the end of our human warehouse maintenance era. We are beginning the age of decentralized services in which electronics rather than gasoline will be utilized to facilitate interaction. Consolidation of community services and resources, both physical and fiscal, is inevitable. A single building, such as a school, can become a community facility providing a multitude of services including health, education, recreation, cultural and the like. There will be few classes since study will occur in the home by use of audiovisual cassettes but there will

be laboratories and specialists available to assist individuals with whatever technical problems they might have encountered in the pursuit of self fulfillment.

Professional prerogatives and lines of identity will become blurred. The integration of resources and the discontinuation of labeling people by categories will encourage an omnibus approach to services. Problem solving, with ad hoc procedures, will replace specialization and bureaucracy as our means of getting the job done. Natural relationships and groups will be encouraged as individuals discover their own rhythms. To some extent, we are already moving in this direction with our mainstreaming, flex time, and citizen participation approaches to education, work and government.

Post Script

Whether my prognostications come true or not depends upon a multitude of forces any one of which could radically alter the directions of our civilization. The only certainties we have is that tomorrow will not be like today, that man will still need to learn, work and play, that definitions of difference and meaning will change, and that in all of this, man will continue to seek fulfillment and create structures (i.e., community education model/process) to help him achieve his objectives.

TRIC—Therapeutic Recreation Information Center

University of Oregon
1597 Agate Street
Eugene, Oregon 97403

User Information Guide

TRIC is a computer based information acquisition, storage, retrieval and dissemination center specifically concerned with published and unpublished materials related to recreation service to ill, disadvantaged, disabled and aging persons. It has been designed to provide comprehensive annotated bibliographic reference materials to educators, researchers, students, practitioners or others interested in Therapeutic Recreation for special groups or individuals in need of services.

The original TRIC data base was developed in 1971 at Columbia University and focused on the period from 1965 through 1970. Primary and secondary information sources were systematically searched, abstracted and indexed to secure relevant material. Computer programs were designed to maximize efficiency in interaction with the computer and center personnel and thus minimize costs to the system user. For a two year period information requests were processed without charge while the data base was being expanded and the system's efficiency evaluated utilizing the techniques for information system evaluation suggested by the field of information science. More than one thousand persons were involved in some way in this effort.

While TRIC was located at the University of Waterloo in Ontario, Canada, and after several updates to the system, a charge base was instituted in January, 1974 to cover costs of processing information requests. The most recent update to the system was completed in June, 1974. It is anticipated that the system will be updated on an annual basis. Users are advised that most information systems have a "current year lag" and therefore should focus their own information searching on the most recently produced materials in order to remain current.

In July of 1974 TRIC relocated to Oregon and is now affiliated with the University of Oregon's Department of Recreation and Park Management and Project EXTEND-ED, an interdisciplinary Master's degree program offering an integrated curriculum in Physical Education, Special Education and Recreation. TRIC's full service operation began almost immediately upon arrival in Oregon offering a comprehensive on-site library of information materials, support of in-service education and training projects and consultation to individuals and organizations providing service to the ill, disadvantaged, disabled and aging, as well as its computer information service.

The TRIC system operates from the largest computerized data banks in the field of Recreation. More than 2,000 index terms have been incorporated into the computer process. The user may purchase minor files: those descriptor terms with less than 100 related abstracts for $5.00 per file,* or major files: those descriptor terms which have 100 or more related abstracts at a sliding scale in direct proportion to the number of

* Prices subject to change. This is a non-profit operation with charges assessed to defray operation costs.

abstracts produced. Partial files cannot be supplied. Multiple information searches using more than one descriptor will significantly reduce the number of abstracts produced but will be more specific to the user's area of interest. The basic processing charge for a multiple descriptor search is $10.00.* Information requests should be sent specifying area of interest to the TRIC address above. For major files listed below checks should be made payable to TRIC. Organizations may be billed upon receipt of a purchase order. Otherwise payment is requested in advance.

Users submitting information requests to TRIC are urged to be as specific as possible as to their need for the information requested. This will enable the TRIC information processing specialists to handle the request more efficiently. If general information is desired, one or more of the major files listed should be most useful. Organizations and university departments wishing to establish a comprehensive bibliographic reference library of TRIC printouts for students or employees should write to the TRIC Director, Fred W. Martin, indicating their areas of interest, and a price quotation for this service will be provided. Maximal use of TRIC computer print-outs can be obtained by placing them, appropriately bound, on reserve in university libraries or staff reading centers. This approach is presently being utilized effectively by several organizations and university departments.

The following listings of major and minor files are *examples* of files available from TRIC and in no way represent the entire system.

TRIC MAJOR FILES

(1974 Update Figures)

	Citations		Citations
Adults	125	Mentally Retarded	510
Aging	235	Physically Disabled	145
Camping	225	Programs	250
Children	500	Rehabilitation	310
Corrections	100	Research-Reports	210
Disabled	230	Schools	100
Evaluation	100	Social	125
Facilities	150	Staff	100
Hospitals	240	Training	150
Institutions	140	Youth	115

SAMPLE TRIC MINOR FILES

Adapted Activity	Consultation	Finance	Play
Administration	Counseling	Forensics	Professionalism
Adolescents	Crafts	Games	Programming
Agencies	Curriculum	Guidelines	Psychiatric
Alcoholism	Dance	Hyperactivity	Reinforcement
Amputee	Deafness	Integration	Remotivation
Art Therapy	Delinquency	Legislation	Resources
Arts	Disadvantaged	Measurement	Senior Centers
Blindness	Disturbed	Mental Illness	Sports
Blind-Deaf	Dramatics	Motivation	Supervision
Brain Injured	Education	Music	Survey
Canada	Environment	Normalization	Swimming
Cardiac	Equipment	Nursing Homes	Trails
Case History	Exercise	Outdoors	Vocational
Community	Films	Planning	Wheelchairs

Combining Files:

Any combination of the above major and minor files are also available, as well as individually designed search strategies. Information search requests should be sent to the TRIC center. For further information write to the Director.

Conference Group Reports

GROUP I

GOAL: To design administrative methods/guidelines of inter-agency coordination and cooperation as it pertains to the handicapped population.

I. Task Force Results
   A. Development of Advocacy Base
      1. Consumer
      2. Citizen—impact on
      3. Professional—individual/groups who can serve
   B. Legislated mandate to Public and Private Agency Systems Requiring Support of Coordination and Cooperation Systems
      e.g. "Public schools for Public use"
      1. Funding programs
      2. Legal action—thrust in terms of making it a law
   C. Identification of Agencies Serving Disability Groups

1. Specific Groups
   a. physically disabled
   b. mentally disabled
   c. socially disabled
   d. multiply disabled

D. Identification of Disabled Persons
   1. Type of Disability Classification
   2. Number of Disabled
      a. in the community
      b. in institutions
      c. in transition
   3. Dispersion of Disabled (Geographical)

E. Identification of "Critical Others'
   1. Parents/Guardians
   2. Relatives

F. Redefinition and Reordering of Leisure Priorities within Human Service Systems

G. Designate Inter-Agency Coordination Mechanism
   1. Personnel
   2. Services
   3. Client-records
   4. Need and preference assessment
   5. Program and implementation
   6. Evaluation systems analysis

H. Develop Data Retrieval and Referral Systems
   1. Services
   2. Clients
   3. Resources
   4. Other

GOAL: To develop national statements regarding the handicapped and Community Education's potential as a vehicle for providing the leisure needs of the handicapped. (NRPA, AAHPER, NCEA, CEC)

II. Task Force Results

WHEREAS a goal of COMMON-UNITY is to develop a national statement regarding the handicapped and Community Education potential as a vehicle for meeting the leisure needs of the handicapped,

THEREFORE, it is recommended that Community Education provide leadership to meet these needs by:

—Assisting in the identification of special populations in the service area of the local Community Education Program.

—Initiating and/or assisting in the assessment of the needs of the local special populations.

—Initiating and/or assisting in the identification of available resources which meet local needs.

—Providing a vehicle for involving special populations for decision-making re-

garding programs and/or services to be developed or delivered at the local level.
—Serving as a catalyst for local program planning, development and evaluation.
—Serving as a liaison between the multiplicity of agencies/organizations/institutions for the delivery of services at the local level.
—Serving as an information and referral service to both consumers and providers.
—Recruiting and training community volunteers to operate or assist in the operation of programs and services.
—Providing access to all areas, facilities and/or equipment.
—Advocating development or renovation of barrier free community areas, facilities and equipment.
—Promoting a comprehensive program ranging from "mainstreaming" to individualized activities.
—Creating a broader awareness and understanding of the unique needs of all community members.

GROUP II

GOAL: To innovate and provide developmental activities/programs for severely disabled.

I. Task Force Results
  A. Locating population
  B. Define needs
  C. Include advisory board
  D. Develop content of program(s)
  E. Resources
    1. Facilities
      a. Public
        (1) Schools—grade schools, high schools, community colleges, universities
        (2) Recreation Centers
        (3) Youth Agencies
        (4) Institutions
      b. Private
        (1) Business
        (2) Agencies
        (3) Churches
        (4) Fraternal
      c. Home Service
        (1) Decentralization of service
    2. People
      a. Training programs for volunteers/resource people (in-service programs)
      b. Interagency cooperation (community school coordinator)
      c. Locate power structure
  F. Publicity/Awareness
    1. Locate power structure
    2. Workshops
    3. Demonstrations
    4. Large/Small discussion groups
    } emphasis on visual aids
    5. Communication channels

G. Funding
   1. Locate power structure
H. Continual re-evaluation of on-going programs

GOAL: Consideration for parents/legal guardians of the disabled (programs)

II. Task Force Results
   A. Program needs assessment
   B. Parent organizations
      1. Study groups
   C. Support
      1. Legal rights
      2. Service Agencies
   D. Training Programs
      1. Awareness of curriculum of education programs
      2. Dealing with specific problems
      3. Therapy groups
      4. Encourage students to gain exposure to

GOAL: To identify architectural barriers at the neighborhood level. Possible guidelines and solutions.

III. Task Force Results
   A. Identify barriers (consumer advocate must be involved)
      1. Transportation
      2. Publicly funded building and spaces
      3. Privately owned, publicly used buildings
   B. Specific Improvements (mainstreaming all facilities/buildings/spaces)
      1. Specific architecture improvements
         a. Camp sites
            (1) accessible boat ramps
            (2) braille signs
            (3) paved trails
            (4) restroom facilities
            (5) picnic tables/drinking fountains
         b. lower table/drinking fountain levels
         c. telephone heights
         d. light switches heights for reach
         e. elevator buttons
            (1) audible tone
            (2) in braille
            (3) color coded
         f. ramps to overcome stairs
         g. restrooms

h. fire alarms—height for reach
i. doors—heavy—difficult return swing
(1) width—wider
(2) knurled door knobs—warns danger area
j. transportation
(1) lights/elevators—get people to platform
(2) elevator—keys issued (porch elevator & incline lifts—deduce costs)
k. stores
(1) easily accessible check stands
(2) wide aisles
l. parking lot stalls
(1) wider to allow getting in and out of car
(2) identified/specified parking areas
m. topographical maps for those areas that are too spread out
n. color indicators on canes for blind/deaf
o. special phone service

C. Legislation
1. mandated laws—must be incorporated within building codes, ultimately with Uniform Building Code
2. ways and means allocate funding

D. Funding
1. donations
a. materials
(1) wholesale
b. labor
(1) military reserves
2. grants
3. tax incentives

E. Education
1. publicity
2. mass communication
3. group pressure

GROUP III

GOAL: To develop strategies in (a) locating the severely handicapped, (b) serving the needs of the handicapped.

I. Task Force Results
A. Task: To develop strategies for locating the severely handicapped
1. Position: The process of locating the services for handicapped should be expanded to include all "handicapped" persons.
2. Assume there exists many efforts to locate the handicapped. These efforts have occurred at local, state, regional and national levels.
3. Recommendation: It is recommended by this group that the procedure for locating the handicapped for the proposed services should be conducted at the local level.
4. Recommendation: There should be a local central registry of the handi-

capped. The registry should include current data on the numbers, location and ages of various kinds of populations with special needs.

a. These data should be made known to and made available to all social services agencies. (Question of confidentiality)

B. Strategies for locating the handicapped

1. Each community should develop its own procedure
   a. Each community should develop a procedure which would bring agencies serving the handicapped together on a task force basis. The purpose of the task force would extend beyond locating/identifying the handicapped. The purpose should be to develop a community resource system for serving the needs of the handicapped.
   b. The Community Education Coordinator may be an appropriate person to coordinate these acts because of their centralized position.
   c. The purpose of the resource system should be to develop a coordinated, shared plan for a wide range of services for the handicapped in the community.
   d. Inherent in such an effort is the need for current, ongoing demographic information.
2. Suggestion for collecting demographic data
   a. Gather and organize data from each of the represented agencies, i.e. public schools, private schools and workshops, hospitals, vocational rehabilitation, parent organizations, etc.
   b. Obtain S.E.A. "Child Find" data if available.
   c. Conduct additional survey efforts if required
   d. "Pure recruitment" i.e. peer referral, personal contact
3. Task: To develop strategies for serving the needs of the handicapped
4. Assumption: The needs of the handicapped need to first be identified
5. The "community resources system for the handicapped" can be an appropriate group for developing strategies and sharing the available information
6. Strategies for identifying needs of the handicapped
   a. Survey, i.e. ask the handicapped or if necessary their advocates
   b. Develop a resource guide of available services in the community. The guide could be in matrix format, identifying all possible kinds of services and the agencies, who are responding to the needs. In this manner gaps in service needs may be identified and responded to.
   c. Updating of the guide should be performed on a semi-annual basis.
   d. Collect statewide needs assessment data if available
   e. Ask professional for other sources of available data or gain professional opinion.
   f. *The Normalization Principle* should be used as a framework for services. This principle speaks as an established advocate to the handicapped who may not be able to articulate their own needs. Example: Each person is entitled to a normal daily routine, i.e. sleep, eat, productive activity, holidays, privacy, personal property, etc.

GOAL: To identify additional costs of providing for leisure needs of the handicapped

II. Task Force Results

A. Task: To identify additional costs of providing for leisure needs of the handicapped.

1. Assumption: Leisure needs are not being adequately met and some additional programs will cost money.
2. Resources (money) are needed for the following efforts: additional personnel, training, transportation, equipment and supplies, research.

B. Possible Solution:

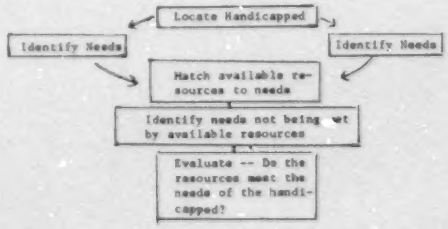
1. Reprioritize existing funding patterns.
2. Retrain personnel, i.e., general education.
3. Coordinate/cooperate on service delivery so resources are more effectively used.
4. Tap existing associations, clubs with new innovative projects.
5. Convince existing funding sources of needs and benefits of extended curriculum and life span concept of services.
6. Promote legislation efforts to make monies and programs represent this priority.
7. Adapt existing facilities on a community-wide basis so existing facilities and services can be used by the handicapped, i.e. architecture barriers, transportation, etc.
8. Develop strategies leading to the inclusion of extended curriculum concepts/priorities into the S.E.A. state comprehensive plans.

C. Explore with all social service agencies the viability of the community education concept for providing improved services to the entire community including the handicapped. (See figure I)

Figure I

A COMMUNITY RESOURCES SYSTEM FOR THE HANDICAPPED

Agencies \ Community Services	Education and Medical Evaluation	Vocational Training	Recreational Services	Educational Programs	Instructional/Recreational materials services
City Recreation					
Public Schools					
Community Education					
IED					
Vocational Rehabilitation					
Pearl Buck Center					
Private Agencies					


Locate Handicapped
Identify Needs
Identify Needs
Match available resources to needs
Identify needs not being met by available resources
Evaluate -- Do the resources meet the needs of the handicapped?

GROUP IV

GOAL: To develop guidelines/standards for the handicapped in a community school setting as it pertains to: (a) community school coordinators, (b) special education teachers, (c) recreation specialists

I. Task Force Results

A. Preamble: Individually and collectively we have the responsibility to work together to serve the special population groups in our community.

1. Planning should take place to meet the needs of the special population through a variety of programs and services
   a. To make sure coordination is taking place
   b. To better publicize the existing programs and services
2. Each group or field should understand the role or job descriptions of the others involved in the three disciplines
3. The professions should develop a common philosophy of service
4. A comprehensive needs assessment should be conducted to determine the needs and location of the special population
5. The information gathered from this needs assessment should be used to develop goals and objectives for future programs and services
6. Each profession be delegated responsibilities in order that the goals and objectives will be carried out
7. Special emphasis be given to educate community school personnel of the needs of special populations.
   a. through in-services
   b. through information sessions
   c. through professional publications
8. Special emphasis be given to educate the community of the needs of special populations.
   a. through mass media
   b. through people-to-people interaction
9. Existing community resources should be inventoried
10. An on-going communications system should be developed between the professions.
11. While serving special populations, special facility modifications will be necessary.
12. Cooperative funding arrangements should be explored
13. That research should be explored as to finding existing information
    a. federal
    b. state
    c. local
14. We should be thinking in terms of serving individual, rather than group needs, then an evaluation model should be developed for each program.
15. An individual from special group be included as a member of the community school advisory council.
    a. A sub-committee may be developed for special population needs
16. Communication channels should be developed between the community schools and the institutions serving special populations to make a smooth transition from one to another.

GOAL: To develop educational programs for parents of the severely handicapped

II. Task Force Results

A. Research should be done to find existing volunteers/staff training materials within the local, state, and federal programs and or agencies. Most could be modified to meet the needs of these training programs.

B. Local resources should be tapped in training programs for those serving special groups. We should not try to re-invent the "training wheel."

Project: Common-Unity

*Partial List of Participants**

Sidney H. Acuff, Supervisor, Activity Therapy, Department of Social and Health Services, State of Washington. M.A. Psychology, M.Ed. Education. Twenty-four years of professional experience.

John E. Anttonen, Superintendent of Schools, Yakutat City School District, Alaska. B.Ed. Elementary Education, M.S. Special Education, Ed.D. Administration and Special Education. Nine years of professional experience in field.

Lloyd D. Blackham, State Recreation Coordinator, Department of Health and Welfare, State of Idaho. B.S. in Therapeutic Recreation. Over six years as professional.

Steve Brannan, Associate Professor, Portland State University. Doctorate in Special Education for the Mentally Retarded received from Colorado State College. Bachelor's and Master's degree from Portland State and the Oregon College of Education in Elementary Education. Director, Kiwana's Camp for the Handicapped. Conference director for interdisciplinary programs relating recreation to disabled populations. Director for Northwest Region Conference for Deaf-Blind and Recreation.

Keith Cameron, Director of Special Education, Prince George School District #11, Prince George, British Columbia, Canada.

Chris Casady, Executive Director for the Oregon Architectural Barriers Council. Anticipates graduating from the Community Service and Public Affairs Department next year with emphasis in community service.

Peggy Collier, tri-major at the University of Oregon. Hoping to fulfill a degree in recreation, teacher education in the elementary school, and special certification in special education. Anticipates graduating Spring, 1974.

William H. Cooksley, Jr., Coordinator, Special Education Services, Beaverton, Oregon. M.Ed. in Guidance/Counseling, M.S. in Special Education. Over fourteen years as professional in education.

Susan Davis (student recorder), attending the University of Oregon, majoring in Therapeutic Recreation.

Pamela A. Earle, Specialized Recreation Supervisor, Eugene Parks and Recreation Department. M.S. in Therapeutic Recreation, B.S. in Recreation and Park Management. Four years of professional experience.

Effie L. Fairchild, Associate Professor, Department of Recreation and Park Management. University of Oregon since 1968. D.Ed. in Education from University of Oregon. Master's degree, Springfield College, Springfield, Massachusetts. Undergraduate degree from Florida Southern College, Lakeland, Florida. Conference coordinator for three state and one national conference.

Guy Faust (student recorder), attending the University of Oregon, majoring in Community Education.

Peter Fromm, free lance photographer. Visual Arts specialist. Interdisciplinary master's degree from the University of Oregon with emphasis in the Fine Arts. Strong interest in outdoor recreation, cycling, and a sensitivity to handicapped populations.

Ted Gordon, Past president Phi Delta Kappa International. Doctorate from University of Southern California with degrees relating to the Doctorate from University of

* The other 14 in attendance did not enter into final reports or task groups.

California, Los Angeles, and University of Southern California. Twenty years in supervision and administration. Coordinator of Special Programs and Projects, Los Angeles City Schools. Visiting faculty member to over six colleges and universities. President, Vice President, or member of Board of Directors of twenty organizations, internationally, nationally, and regionally.

Peter J. Guzzo, Coordinator, Programs for Special Populations, Seattle Parks and Recreation. B.A. in Recreation and Special Education. Six years of professional experience.

Richard Hanika, Recreation Specialist, Intermediate School District No. 111, Tacoma, Washington. B.S. in Recreation and Park Management. One year of professional experience.

Mary R. Hart, Project Director, Recreation and Leisure Time Program, Department of Human Development, Tacoma, Washington. B.S. in Occupational Therapy. Three years of professional experience.

Judy A. Hendrickson, State Volunteer Resource Supervisor, Department of Social and Health Services, Seattle, Washington. B.A. Physical Education. Twelve years of professional experience.

William Hillman, Consultant, BEH. Specialist in Physical Education and Recreation. Master's degree, University of Idaho. Past president, National Therapeutic Recreation Society. Author of numerous articles and facilitator of many special studies, projects, and programs. Junior and senior high school teacher, counselor, and college lecturer. President, Vice President or member of Board of Directors for a number of regional and national associations.

Larry Horyna, Assistant Professor of Education and Director of the Northwest Community Education Development Center at the University of Oregon. Holds a B.S. in Recreation Management from the University of Oregon, and a Master's degree in Educational Administration from Central Michigan University. Writings include reports and articles related to each of these several areas. Present position, which he has held since 1970, involves Community School development assistance and training in the Pacific Northwest states and the two western Canadian provinces.

Floyd M. Jackson, Director, Special Education, OSPI, Olympia, Washington. B.S. Psychology, M.S. Special Education. Eight years of professional experience.

Terence R. Kramer, Specialist, EMR, State Department of Education, Salem, Oregon. B.S. Psychology, M.S. Special Education. Eight years of professional experience.

Skip Liebertz, Assistant Professor in the University of Oregon's School of Community Service and Public Affairs. Also Assistant Director of the Northwest Community Education Development Center. Holds a B.S. in Recreation Management and a M.Ed. from the University of Oregon. Also a Community School Coordinator in two Oregon cities and is currently President of the Oregon Community Education Association. His present position with the University of Oregon includes responsibilities in the area of Community Education and Community Development.

Jim Linday (student recorder), University of Oregon student, majoring in Community Education.

Fred Martin, Assistant Professor, University of Oregon, Department of Recreation and Park Management, Associate Director, Project EXTEND-ED. Director of TRIC—Therapeutic Recreation Information Center and information research and therapeutic recreation consultant. Current editor of *Leisure Today* and author of articles and research reports related to information systems design and therapeutic recreation service. Ed.D. Columbia U.

Jack Minzey, Director, Center for Community Education, East Michigan University.

Elementary/Junior High School Principal, teacher/coach, counselor, Senior High School principal, extension lecturer, and professor. Recipient of numerous honors and scholarships. Past President NCEA. Author of numerous articles and the best-selling book, *From Progress to Process*, 1972.

Richard S. Mitchell, Executive Director, United Cerebral Palsy Association of Oregon. Ph.D. Special Education. Seventeen years of professional experience.

Robert L. Mulder, Speech Pathologist, Consultant, Special Education, Instructor, Oregon College of Education. Ph.D. in Speech Pathology Science. Twenty-two years of professional experience.

Larry Neal, Associate Professor, Director Project EXTEND-ED, Director of the Center of Leisure Studies. D.Ed. from the University of Oregon, Bachelors' and Master's degree also from the University of Oregon. Editor of several national publications including *Leisure Today* and *Therapeutic Recreation Annual*. Author of numerous and diverse federal grants.

Bonita C. Nelson, Preschool teacher of deaf, Oregon State School for Deaf. B.S. Primary Education, M.S. Teaching the Deaf. Six years of professional experience.

John Nesbitt, Chairman and Associate Professor, University of Iowa, Department of Recreation Education. International recreation involvement as Deputy Director General for the International Recreation Association and Assistant Secretary General for International Easter Seal. Past President, NTRS. Part-time teaching lecturer, guest lecturer, and faculty staff at over thirty colleges and universities nationally. Co-author of the best selling text *Recreation and Leisure Services for the Disadvantaged*. President, Vice President or member of Board of Directors for over twenty national and regional societies, agencies, and associations. Research project coordinator for over ten different federal projects, including BEH, SRS, RSA. Author of over one hundred articles and speeches. Editor of three national/international journals. Ed.D. Columbia University.

Edward Olson, Professor Emeritus, University of California - Hayward. Distinguished faculty member and guest lecturer at over 30 colleges. Editor of four books such as *School and Community* which has been continuously in print for 29 years and set in two foreign languages. Contributing author of over 100 professional and year-book articles. A Fulbright lecturer. Degrees leading to his doctorate at Columbia University from Pacific University, Columbia University and Union Theological Seminary.

Kris Patterson (student recorder), University of Oregon student, majoring in Therapeutic Recreation.

Carl H. Pohjola, Community School Coordinator, Anchorage, Alaska. B.S. Vocational Agriculture, M.S. Education Administration, Adult and Continuing. A.B.D. Educational Administration. Seventeen years in field as professional.

Alan Reeder, Director, Service Delivery Mission, Learning Resource Specialist, Northwest Regional Special Education Learning Resource System, Center of Human Development, University of Oregon. B.S. degree, Recreation and Physical Education for Handicapped, University of Utah. M.S. degree, Recreation and Physical Education for the Handicapped, University of Utah. M.A. degree, Education of Exceptional Children, San Francisco State College. Ed.D., Special Education, University of Oregon. Has worked as a recreational therapist in numerous settings. Has taught EMR, TMR and the multiply handicapped. In addition he has directed a college teacher training program. Taught classes in four universities and directed summer camping for the handicapped.

Robin Reid, Consultant, Montana Regional Services for the Handicapped. B.S. History, Credentials—Elementary Trainable M.R.

Grace Reynolds, Director Special Program, Longview, Washington Family YMCA.

Nationally respected expert in aquatics for the handicapped. Conference director for 10 annual workshops on the subject. Project Director for the nationally funded Project: AQUATICS funded through BEH. Author of numerous articles. Author/Editor of the popular handbook on Aquatics for the Handicapped.

Tom K. Richards, Director, Community Education, Boise, Idaho. B.S. in Physical Education. Has worked in the field as a professional for twelve years.

Mike Sanford, Community Resource Director, Hood River County Schools, Community School Program. B.S. Elementary Education with emphasis in Special Education. Five years of professional experience.

David A. Santellanes, Assistant Professor of Education and Associate Director of the Northwest Community Education Development Center at the University of Oregon. Holds a B.A. in Secondary Education from Arizona State University, an M.A. in Educational Administration from Central Michigan University, and a Doctorate in Educational Administration and Supervision (emphasis in Community Education) from Arizona State University. Professional writings include reports and articles primarily in the area of evaluation and accountability as they relate to Community Education. Has served as a consultant in Community School development and training in the Southwestern and Pacific Northwest states, and the two Western Canadian provinces since 1971. Has held his present position since August, 1972.

Doug Sessoms, Professor, School of Education, Chairman, Curriculum of Recreation and Education, University of North Carolina. Degrees leading to the Ph.D. at New York University from University of North Carolina and University of Illinois. Consultant of ORRC, Washington, D.C. and Joseph P. Kennedy Junior Foundation. President of the Society of Parks and Recreation Educators. Author of countless articles and the book *Issues and Perspectives in Recreation* as well as *Recreation in Special Populations*.

Scott D. Shaw, Director, La Grande Activities Program. B.S. Youth in Schools, M.Ed., Elementary Curriculum and Instruction. Three years of professional experience.

Mariann Soulek, Lecturer, Department of Recreation, San Diego State University. B.A., Recreation. M.A., Therapeutic Recreation. Five years of professional experience.

Wally Tharp, Secretary and Office Manager for the Center of Leisure Studies, University of Oregon.

Jerry B. Thornton, Director, Washington Center for Community Education. B.S. Health and Physical Education. Ed.S. Health and Physical Education. Fourteen years of professional experience.

Mel Weishahn, Associate Professor, School of Special Education and Rehabilitation, University of Northern Colorado. Teacher, Research Fellow, and specialist with the visually impaired and multiply handicapped. D.Ed., University of Oregon with bachelors and master's training from the University of Northern Colorado and San Francisco State University. Consultant to a number of Departments of Education. Past President, Colorado CEC. Author of a number of articles in diverse journals.

Conference/Workshop Summary

The following summary and evaluation was taken from the participants at the conclusion of COMMON-UNITY and is included here to give the reader a perspective of the conference. The thirteen objectives cited below are the outgrowth of a larger item pool of objectives directly stated or implied in the original proposal.

Objectives

1. To design administrative methods/guidelines of inter-agency coordination and cooperation as it pertains to the handicapped population.

2. To innovate and provide developmental activities/programs for severely disabled.

3. To develop guidelines/standards for the handicapped in a community school setting as it pertains to: a) community school coordinators, b) special education teacher, and c) recreation specialists.

4. To develop educational programs for parents of the severely handicapped.

5. To develop evaluative criteria in: a) locating the severely handicapped, b) serving the needs of the handicapped.

6. To develop training programs (guidelines) for staff/volunteers working with the handicapped.

7. To identify architectural barriers at the neighborhood level. Possible guidelines and solutions.

8. To identify additional costs of providing for the leisure needs of the handicapped and possible solutions.

9. To learn special "Jargon" as it relates to the three disciplines: a) community education, b) special education, and c) recreation.

10. To develop national statements regarding the handicapped and Community Education's potential as a vehicle for providing the leisure needs of the handicapped: a) NRPA, b) AAHPER, c) NCEA, and d) CEC.

11. To develop a scenario of what the future holds (or could hold) for the handicapped.

12. To take a professional and consumer's view of the handicapped.

13. To address the "State of the Art" and "Where do we go from here."

Participants

COMMON-UNITY involvement was derived from three different groups: 1) Seven nationally known resource people in the areas of community education, special education and therapeutic recreation. 2) Ten seminar planners/resource people who were involved in numerous planning sessions prior to COMMON-UNITY and who acted as resource people/facilitators during the small work sessions. 3) Selected/screened participants in the fields of community education, therapeutic recreation and special education representing the Northwest region. The following states were represented: Alaska, California, Colorado, Idaho, Iowa, Michigan, Montana, North Carolina, Oregon, and Washington. A total of 60 persons were involved in the conference.

Conference/Workshop Program

Unique to this conference was the complete involvement of the select participants prior to the conference. All prospective participants were required to submit information as to: 1) experience in one of the disciplines, 2) reasons for wanting to attend, 3) what they could bring to the conference, 4) their reaction, addition and priority of the stated objectives of the forthcoming conference. This information was used to select participants, place the selected individuals into work groups and helped formulate subject areas for discussion—all before the conference began. Once developed, the program format was mailed to the selected participants two weeks prior to the workshop to give them a complete picture of what would be expected of them. The general structure was as follows:

1. The first day, three major presentations were delivered by two community edu-

cators and one therapeutic recreator. During the dinner hour an informal question and answer period with the participants and resource speakers was held.

2. The morning of the second day involved three major presentations of two special educators and a therapeutic recreator. The afternoon of the second day was spent in small task force groups working on specific objectives that the participants had selected prior to the seminar. During the dinner hour an informal question and answer period with the participants and resource speakers was held.

3. The morning of the third day each task force group (4) reported to the total delegation on their recommendations. During lunch the conference summarizer synthesized the content of the entire three-day conference.

4. The participants were mailed some materials to peruse prior to the workshop. Films, slides, agency displays and program handouts were an important part of the three-day seminar.

5. The conference/workshop ended with each participant filling out an evaluation form; the results follow.

Evaluation Summary

The participants were given an evaluation form and asked to assess the conference on five dimensions: 1) structure of the conference/workshop, 2) rating of personal objectives, 3) rating of planning committee's objectives, 4) correspondence of the participants and the planning committee's objectives, and 5) priority actions. Not all participants responded to the evaluation. The data represents a total of 48 respondents (representing 80% of the participants) with several totaling less due to no response on several items.

I. Structure of the Workshop

	N
a. Workshop Length	
1. Too long	0
2. Too short	20
3. About right	48
b. Workshop Structure	
1. Too structured	10
2. Too unstructured	0
3. About right	36
c. Workshop Content	
1. Appropriate	42
2. Inappropriate	2
d. Resource Persons	
1. Too many	24
2. Too few	2
3. About right	20
e. Opportunities for Participants Sharing	
1. Too many	0
2. Too few	26
3. About right	20
f. Availability of Materials	
1. Adequate	34
2. Inadequate	6
g. Was the Workshop Practical for your Purposes?	
1. Yes	48
2. No	0

II. Rating of Personal Objectives

The participants were asked to rate the conference objectives individually as to priority, prior to the seminar. At the conclusion of the conference, the participants were asked to rewrite *their own* personal objectives (their top three) they wish to accomplish and rate them by the number that most closely related to their feelings of accomplishment. A five point scale with 1 being Minimal, 2—Low, 3—Average, 4—High and 5 Maximal was used. While the personal objectives differed they indicate the degree of flexibility and diversity of the conference format in not only meeting the conference planners objecives but the personal objectives of the participants.

Table 1

Priority Objectives Rated by Participants Prior to Conference and at Conclusion of Conference as to Degree of Accomplishments

Personal Objective	N	Degree to Which Personal Objective was reached Maximal	High	Average	Low	Minimal
#1	40	16	14	6	2	2
#2	38	4	12	12	8	2
#3	32	—	18	10	4	—

The following inferences from the information in Table 1 can be drawn:

1. Seventy-five percent (75%) of the participants who responded realized their first objective that was determined prior to COMMON-UNITY, by the conclusion of the conference.

2. Forty-two percent (42%) of the participants who responded realized their second objective that was determined prior to the conference by the conclusion of COMMON-UNITY.

3. Fifty-six percent (56%) of the participants who responded realized their third objective that was determined prior to the conference, by the conclusion of COMMON-UNITY.

III. Rating of Planning Committee Objectives

Participants were asked to rate each of the thirteen objectives that most clearly represented their feelings as to the accomplishment of each during COMMON-UNITY. A five-point scale (1 minimal to 5 maximal) was used. The objectives appear in the rank order as to the respondents positive responses and not the order in which they appeared.

Table 2

Priority Objectives Rated by Participants as to Degree of Accomplishment (N = 48)

Objectives	N	% Max. [4 & 5]	% Pos. [3, 4 & 5]	Max.	Hi.	Ave.	Lo.	Min.
To identify architectural barriers at the neighborhood level. Possible guidelines and solutions.	48	83	96	22	16	8	—	2
To develop guidelines/standards for the handicapped in a community school setting as it pertains to: a) community school coordinator, b) special education teacher, c) recreation specialists.	48	63	83	—	30	10	8	—
To take a professional and consumer's view of the handicapped.	48	61	96	4	24	16	2	2
To design administrative methods/guidelines of inter-agency coordination and cooperation as it pertains to the handicapped population.	48	58	100	8	20	20	—	—
To develop a scenario of what the future holds (or could hold for the handicapped.	46	52	91	6	18	18	4	—
To address the "State of the Art" and "Where do we go from here."	46	48	91	4	18	20	2	2

To develop national statements regarding the handicapped and Community Education's potential as a vehicle for providing the leisure needs of the handicapped. a) NRPA, b) AAHPER, c) NCEA, d) CEC.	48	43	78	2	18	18	8	2
To learn special "jargon" as it relates to the three disciplines: a) community education, b) special education, c) recreation.	46	43	78	4	16	16	8	2
To d evelop evaluative criteria in: a) locating the severely handicapped, b) serving the needs of the handicapped.	48	39	78	8	10	18	10	2
To develop training programs (guidelines) for staff/volunteers working with the handicapped.	46	26	70	2	10	20	10	4
To innovate and provide developmental activities/programs for severely disabled.	48	17	63	2	6	24	14	2
To identify additional costs of providing for the leisure needs of the handicapped and possible solutions.	48	17	78	4	4	28	10	2
To develop educational programs for parents of the severely handicapped.	36	9	48	....	4	18	20	4

From the percentages in Table 2, the following inferences can be drawn:

1. Five (5) objectives, developed by the Planning Committee prior to COMMON-UNITY were realized to a high degree by a majority of the participants who responded to the question.

2. Twelve (12) of the thirteen objectives developed by the Planning Committee prior to COMMON-UNITY were realized by a majority of the participants who responded to the question.

IV. Correspondence of the Participant's and the Planning Committee's Objectives

The degree that the participants felt their objectives and the conference objectives were the same and were met was the intent of this portion of the evaluation. Participants were asked to rate, on a five point scale their feelings.

Table 3

Degree of Agreement of Conference/Personal Objectives

Objectives by Type	N	Max.	Hi.	Ave.	Lo.	Min.	Total	X
Personal	48	8 (40)	32 (138)	8 (24)	....	....	202	4.2
Conference	48	6 (30)	22 (88)	18 (54)	2 (4)	....	186	3.8

From Table 3 the following inferences can be made:

1. Ninety-six percent (96%) of the participants who responded felt their personal and conference objectives were met during COMMON-UNITY.

2. Eighty-three percent (83%) of the participants responded that their personal ob-

jectives were met to a high or maximal degree, while fifty-eight percent (58%) of the participants responded that the conference objectives were met to a high or maximal degree.

V. Priority Actions

The participants were asked to list in order of priority *any actions* they planned to take back in their community (within six months) that could be considered a direct result of COMMON-UNITY.

Time factors for the publication of this monograph limit the amount of feedback as it pertains to this question except to list some of the "actions" the participants decribed.

State/Regional Action Commitment

". . . . to become familiar with other states (perhaps California, Arizona) and their level of "common-unity" i.e. to see how these three fields are or are not working cooperatively to serve the handicapped . . ."

". . . . to meet with State Advisory Board for Special Education, Governor's D.D. Council and discuss common-unity information . . ."

". . . . to encourage the D.O.E. section for Exceptional Children to include leisure and recreation education in local plans . . ."

". . . . meet with the Superintendent of Special Education along with Region III coordinator and explain what took place at this conference . . ."

". . . . share with other persons that I believe in the Community Education program concept and support it. (Local, county, state, national groups and legislators) . . ."

". . . . include Community information in our regional letter . . ."

". . . . to contact local community school director to begin to develop regional plans to include the handicapped population . . ."

Coordinated Efforts

". . . . meet with community school coordinator—attempt to get rolling . . ."

". . . . work with other agencies in my area dealing with these special populations . . ."

". . . . to suggest to community education and special education personnel they include each other in all communication efforts; including conference newsletters, etc. . . ."

". . . . coordinate all efforts of community resources to avoid duplication . . ."

". . . . consider the planning process for identifying handicapped and needs, etc. in conjunction with agencies serving handicapped and Task Force of Citizens . . ."

". . . . utilize new and existing communication channels . . ."

". . . . identify persons with those agencies/sources known. Contact same to determine their feelings on meeting regarding possible mutual efforts to meet needs of handicapped . . ."

". . . . dissiminate material/information with various agency heads and program specialists . . ."

". . . . now that community school coordinators are aware of special populations, make efforts to include them in programs. Continue lines of communication and attempt to broaden . . ."

". . . . develop joint statements reflecting results of common-unity . . ."

". . . . would like to coordinate more of the resources within my own community . . ."

REGIONAL CENTERS FOR COMMUNITY EDUCATION

University of Alabama
Center for Community Education
School of Education
University Station
Birmingham, Alabama 35294
205-934-5208

Alma College
Center for Community Education
614 W. Superior
Alma, Michigan 48801
517-463-2141, Ext. 366

Southwest Regional Center for Community School Development
Arizona State University
415 Farmer Education Building
Tempe, Arizona 85281
602-965-6186

Institute for Community Education Development
Ball State University
222 N. College
Muncie, Indiana 47306
317-285-5033

Rocky Mountain Regional Center for Community School Development
Brigham Young University
281 Richards Building
Provo, Utah 84601
801-374-1211, Ext. 3813

California Center for Community Education Development
California State University—San Jose
School of Education, Room 219
San Jose, California 95114
408-277-3313 or 277-3101

Northeast Community Education Development Center, U-142
University of Connecticut
Storrs, Connecticut 06268
203-486-2738 or 486-2243

Eastern Michigan University
Center for Community Education
101 Boone Hall
Ypsilanti, Michigan 48197
313-487-2137 or 487-2335

Southeastern Regional Center for Community Education
Florida Atlantic University
College of Education
Boca Raton, Florida 33432
305-395-5100, Ext. 2825

Midwest Community Education Development Center
University of Missouri
8001 Natural Bridge Rd., 543 Lucas
St. Louis, Missouri 63121
314-453-5746

Northern Michigan University
Center for Community Education
Learning Resources 2-A
Marquette, Michigan 49855
906-227-2176 or 227-2181

Northwest Community Education Development Center
University of Oregon
1724 Moss Street
Eugene, Oregon 97403
503-686-3996

Texas A & M University
Center for Community Education
College of Education
204 New Office Building
College Station, Texas 77843
713-845-2620 or 845-1429

Mid-Atlantic Center for Community Education
University of Virginia
College of Education
Charlottesville, Virginia 22903
804-924-3625 or 924-3898

Western Michigan University
Community School Development Center
3314 Sangren Hall
Kalamazoo, Michigan 49001
616-383-0047

COOPERATING CENTERS FOR COMMUNITY EDUCATION

Appalachian State University
Community Education Center
College of Education
Duncan Hall
Boone, North Carolina 28607
704-262-2288

University of Arkansas
Community Education Development and Training Center
Graduate Education Building, Room 214
Fayetteville, Arkansas 72701
501-575-4407

California State University—Los Angeles
California Center for Community Education Development
5151 State University Drive
School of Education
Los Angeles, California 90032
213-224-3784

Department of Education—San Diego County
California Center for Community Education—San Diego
6401 Linda Vista Road
San Diego, California 92111
714-278-6400, Ext. 316

Central Michigan University
Cooperating Center for Community Education
Department of Educational Administration
Ronan 109
Mt. Pleasant, Michigan 48858
517-774-3841

Colorado Department of Education
State Office Building
201 E. Colfax
Denver, Colorado 80203
303-892-2212

Colorado State University
Community Education Center
Fort Collins, Colorado 80521
303-491-8474

University of Delaware
Center for Community Education
College of Education
Newark, Delaware 19711

Drake University
Center for CED
College of Education
Des Moines, Iowa 50311
515-271-3198

University of Florida
Center for Community Education
280 Norman Hall
Gainesville, Florida 32611
904-392-0695

Gallaudet College
Gallaudet Center for Community Education
Washington, D.C. 20002
202-447-0575

Georgia Southern College
Center for Community Education
Box 8132
School of Education
Statesboro, Georgia 30458
912-764-661, Ext. 200 or 577

Idaho State University
Idaho Center for Community Education
P. O. Box 59—Campus
College of Education
Pocatello, Idaho 83201
208-236-2689

Illinois Community College Board
Center for Community Education
Illinois Park Place
Springfield, Illinois 62701
217-782-2495

State of Illinois
Office for Superintendent of Public Instruction
State Office Building
Springfield, Illinois 62701
217-782-4647

Indiana State Department of Education
Cooperating Center for Community Education
108 State Office Building
Indianapolis, Indiana 46204
317-633-6469

Kansas State University
Center for Community Education
Department of Administration & Foundations
Manhattan, Kansas 66506
913-532-5910

Kent State University
Center for Community Education
College of Education
Kent, Ohio 44240
216-672-2808

Kentucky State Department of Public Instruction
Division of Community Education
Capitol Plaza
Frankfort, Kentucky 40601

University of Maine
Shibbles Hall
Orono, Maine 04473
207-581-7020

Maryland State Department of Education
Cooperating Center for Community Education
P.O. Box 8717
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Baltimore, Maryland 21240
301-796-8300, Ext. 333

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McGuffey Hall
Oxford, Ohio 35056
513-629-6626

Michigan State University
Cooperating Center for Community Education
Erickson Hall
East Lansing, Michigan 48824
517-353-6453

Montclair State College
Community Education Development Center
14 Normal Avenue
Upper Montclair, New Jersey 07043
201-893-4296

University of Nebraska
Center for Community Education
Education Administration Department
Lincoln, Nebraska 68508
402-472-2235

Nevada Community College System
Community Education Center
405 Marsh Avenue
Reno, Nevada 89502
702-784-4021

New Mexico State University—
Las Cruces
Community Education Center
Las Cruces, New Mexico 99003
505-646-1323

New Mexico State University—
San Juan
Center for Community Education
Farmington, New Mexico 87401

North Carolina Dept. of Public
Instruction
Community Education
Raleigh, North Carolina 27602

Oklahoma State University—
Stillwater
Community Education Center
409 Gunderson Hall
Stillwater, Oklahoma 74074
405-372-6211, Ext. 7257

State Dept. of Education
Center for Community Education
Richmond, Virginia 23216

College of St. Thomas
Community Education Center
2115 Summit
St. Paul, Minnesota 55105
612-647-5352

Shippensburg State College
Educational Development Center
Shippensburg, Pennsylvania 17257
717-532-9121

University of South Carolina
Center for Community Education
College of Education
Columbia, South Carolina 29208
803-777-6400

Southeastern Louisiana University
Louisiana Center for Community
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P. O. Box 792
University Station
Hammond, Louisiana 70401
504-549-2217

Southern Illinois University
Center for Community Education
Educational Administration
Carbondale, Illinois 62901
618-453-2418

University of Southern Mississippi
Department of Educational
Administration
Southern Station
Hattiesburg, Mississippi 39401

Syracuse University
Center for Community Education
Area of Educational
Administration & Supervision
103 Waverly
Syracuse, New York 13210
315-423-4696

University of Tennessee
Center for Community Education
Division of Education
323 McLemore Street
Nashville, Tennessee 37203
615-254-5681

Utah State Department of Education
Center for Community Education
1400 University Club Building
Salt Lake City, Utah 84111
801-328-5888

University of Vermont
Community Education Development
Center
College of Education
Burlington, Vermont 05401
802-656-2030

Virginia Polytechnic Institute
Center for Community Education
Development
1078 Derring Hall
Blacksburg, Virginia 24061
703-951-5106

Washington State Department of
Education
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Education Development
Old Capitol Building
Office of the State Superintendent
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Olympia, Washington 98504
206-753-6748

University of West Florida
Center for Community Education
Pensacola, Florida 32504
904-476-9500, Ext. 395

West Virginia College of
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Kanawha County Schools
200 Elizabeth St.
Charleston, West Virginia 25311
304-348-7770

West Virginia State Dept.
Center for Community Education
Charleston, West Virginia 25311

Worcester State College
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